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ABSTRACT

This resource manual--proceedings of two task force meetings--is intended to assist Florida school districts, state agencies, and parents in the provision of special programs for students who exhibit disorders in oral or written language. As part of a continuing effort to improve services for exceptional students in Florida's public schools, the state Department of Education sponsored a special task force to focus on the language learning disabled population. Publication contents include: (1) keynote addresses--"Five Characteristics of Language Learning Disabilities" (James Leigh) and "Who are the REAL Language Learning Disabled?" (Geraldine Wallach); (2) an information review and analysis focussing on the Beginning Teacher Program and its impact on exceptional student education personnel; (3) observations on behaviors related to language learning disabilities, including the four statements the Task Force voted to use as central defining characteristics of the language learning disabled population; (4) options for planning programs; (5) issues, constraints, and strategies; (6) action plans--the work of universities and districts who were asked to develop plans which reflect desired directions for training and program development; (7) summary and recommendations; and (8) a list of selected readings. A 36-page appendix is attached, compiling selected information from school districts and universities, as well as two scales of competencies ratings. (ARH)

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PROCEEDINGS OF THE TASK FORCE ON LANGUAGE LEARNING DISABILITIES

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MAY 18-20, 1983
NOVEMBER 2-4, 1983
ORLANDO, FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
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This resource manual is one of a series of publications available through the Bureau of Education for Exceptional Students, Florida Department of Education, designed to assist school districts, state agencies which operate or support educational programs, and parents in the provision of special programs for exceptional students. For additional information on this resource manual, or for a list of available publications, contact the Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Division of Public Schools, Florida Department of Education, Knott Building, Tallahassee, Florida 32399-0400 (telephone: 904/488-1879; Suncom: 278-1879; SpecialNet: BEESPS).

PROCEEDINGS OF THE TASK FORCE ON LANGUAGE LEARNING DISABILITIES

MAY 18-20, 1983
NOVEMBER 2-4, 1983
ORLANDO, FLORIDA

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

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FOREWORD

As part of a continuing effort to improve services for exceptional students in Florida's public schools, the Bureau of Education for Exceptional Students, Department of Education, sponsored a special task force to focus on the language learning disabled population. The activities of the Task Force which met May 18-20, and November 2-4, 1983, in Orlando, Florida are reported in this publication.

The need to better identify students with language learning disabilities is imperative and the challenge to develop appropriate programs for these students is great. It is intended that the ideas discussed and the activities conducted by the Task Force be disseminated to a wide audience and be examined in greater detail. It is only by educating ourselves that we can educate others.

NOTE: The following abbreviations have been used in this document:

EH	Emotionally Handicapped
EMH	Educable Mentally Handicapped
ESE	Exceptional Student Education
LI	Language Impaired
LLD	Language Learning Disabilities
NJCLD	National Joint Committee on Learning Disabilities
SLD	Specific Learning Disabilities
SLI	Speech-Language Impaired
SLP	Speech-Language Pathology
TEC	Teacher Education Center
VE	Varying Exceptionalities

PREFACE

The Task Force on Language Learning Disabilities (LLD) was sponsored by the Bureau of Education for Exceptional Students, Florida Department of Education. Its purpose was to bring together school district and university personnel involved with programs in specific learning disabilities and speech-language pathology. School districts which either had programs for LLD students or were planning to initiate such programs were asked to send selected personnel. Universities with training programs in learning disabilities and speech-language pathology were also asked to send selected representatives.

The Task Force focused on the following objectives: (1) to establish a basic concept for interdisciplinary training in specific learning disabilities and speech-language impaired; (2) to identify existing preservice and inservice training activities; (3) to identify training needs for current and proposed district programs for severely language learning disabled students; (4) to identify constraints to interdisciplinary training and to explore avenues to overcome constraints; and (5) to identify action plans for university and district programs.

James Leigh of the University of Missouri at Columbia and Geraldine Wallach of Emerson College delivered keynote addresses and served as consultants to the Task Force. Laverne Graves, Cheryl Liles-Whitehurst and Rhonda Work represented the Bureau of Education for Exceptional Students and were responsible for planning and conducting Task Force activities.

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FLORIDA DEPARTMENT OF EDUCATION
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FIVE CHARACTERISTICS OF LANGUAGE LEARNING DISABILITIES

James E. Leigh, Ph.D.

A highly serious, though often unacknowledged, problem exists in vast numbers of school districts across the country. There is a group of students who, despite being placed in special services programs, are not receiving the type and quality of instructional and remedial assistance that they need. These students, who possess characteristics that meet the eligibility criteria for placement in learning disabilities programs, require intensive and specialized intervention for severe disorders in oral or written language. The unfortunate reality is that numerous professionals who have the responsibility to provide diagnostic and remedial services to these students are ill-equipped for the task, in both academic training and practical experience.

The majority of learning disabilities teachers in schools today lack the in-depth expertise and experience to design and deliver the specialized services needed by individuals with severe speech and oral language impairment. Similarly, very few speech-language pathologists possess the training and competencies required to provide adequate intervention for the problems in reading, written expression, mathematics, cognition, or social-emotional functioning that so many learning disabled individuals exhibit. As a result, many learning disabled students with language impairments are either served by a single professional who lacks adequate training in one or more areas of the student's disability, or are subjected to a fragmented remedial program in which the learning disabilities specialist and speech-language pathologist each have insufficient understanding and appreciation of those aspects of the intervention performed by the other.

Professionals have dealt with this dilemma in different ways. In the majority of states, the problem is simply ignored as professionals either fail to recognize or refuse to acknowledge that current service delivery practices are failing to address the needs of learning disabled students with severe language impairment. In other states, even when the problem is acknowledged, professionals in learning disabilities and in speech-language pathology become immersed in territorial debates concerning roles and responsibilities of each discipline, and fail to work together to establish a well-coordinated program for students. By contrast, in Florida, through the leadership provided by Cheryl Liles-Whitehurst, Rhonda Work, and Laverne Graves from the Bureau of Education for Exceptional Students, both school district administrators and higher education faculty and chairpersons have come together during this meeting not only to acknowledge the problem but also to begin to generate strategies to resolve it through a combination of school district and university efforts.

Our first task will be to reach a broad consensus on <u>who</u> we are referring to as we discuss the concept of <u>language learning disabilities</u> (LLD). It would be futile to become entangled in the continuing debate regarding the definition of <u>learning disability</u>. Professionals in the field of learning disabilities have argued for two decades about the definitional issue, and only within the past two years have they seemingly begun to reach general agreement, though certainly not a unanimous consensus, on the theoretical definition of <u>learning disability</u>. Nor would it be productive to argue about whether learning disabilities teachers or speech-language pathologists should assume primary responsibility for service delivery to the LLD population. This meeting will be successful

only to the extent that we are able to put aside our biases and preconceptions concerning the old issues of definition, categorical labels, and professional "turf," and focus on the more relevant issue of developing more effective programs for students who presently are not well-served.

As we begin our consideration of who we are referring to in using the term language learning disabilities, it might be useful to examine possible characteristics of the LLD population in accordance with recent position papers of the National Joint Committee on Learning Disabilities (NJCLD). The NJCLD is a multidisciplinary group comprising representatives from six major national organizations with interests in the field of learning disabilities. Member associations include the American Speech-Language-Hearing Association (ASHA), the Association for Children and Adults with Learning Disabilities (ACLD), the Council for Learning Disabilities (CLD), the Division for Children with Communication Disorders (DCCD), the International Reading Association (IRA), and The Orton Dyslexia Society. In 1981, the NJCLD developed and reached unanimous consensus on a new definition of learning disability. Our purpose is not to discuss the relative merits of the NJCLD definition in comparison with the PL 94-142 definition or others. However, the NJCLD definition does provide an appropriate frame of reference for our discussion for two reasons: first, it is the most recently developed definition in the field, and thus represents the most current thinking by professionals in this area; and second, the definition evolved from a truly multidisciplinary perspective and has been endorsed by not only the NJCLD but also by the governing boards of ASHA, CLD, DCCD, IRA, and The Orton Dyslexia Society. The NJCLD definition states:

> Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, insufficient/inappropriate instruction, psychogenic factors), it is not the direct result of those conditions or influences.

The following statements, representing possible characteristics of language learning disabilities, are consistent with the NJCLD definition.

1. The manifested disorders are serious and debilitating in degree. Whereas the PL 94-142 definition of learning disabilities alludes to "imperfect ability" to listen, think, speak, read, write, spell, or do mathematical calculations, the NJCLD definition states that learning disabilities involve "significant difficulties" in the areas of disorder. The tendency to view a learning disability as a "mild" handicapping condition has contributed greatly to the widespread over-identification of students as learning disabled. If the actual incidence of learning disabilities is approximately three percent or less, as an increasing number of professionals maintain, the prevalence of language learning disabilities should constitute an even smaller proportion of students in school districts. The relatively mild learning and language problems that many students exhibit can often be dealt with through curricular adjustments, modifications in teaching methods, or other alternatives in regular education. To place such students in programs designated for language learning disabled students compromises the quality of services provided to those truly in need.

2. The primary disability involves impaired functioning in oral or written language (i.e., listening, speaking, reading, writing). While it is possible for a student to exhibit a disorder in only one aspect of language (e.g., reading), many students with linguistic impairment have deficits in two or more areas. Although school personnel often attempt to separate the language areas of listening, speaking, reading, and writing for assessment and instructional purposes, in reality the four linguistic dimensions are highly interrelated. A comprehensive and effective intervention program for language learning disabled students will reflect an awareness of the interaction among these linguistic dimensions. The relative amounts of instructional time allocated to each language area will be determined by each student's profile of strengths and concerns within all four areas. When multiple linguistic dimensions are affected by the disability, it is imperative for learning disabilities specialists, speech-language pathologists, remedial reading teachers, and classroom teachers to collaborate in developing a coordinated approach to intervention.

3. Secondary or concomitant impairment may exist in mathematics, in reasoning abilities, or in correlate areas (e.g., self-regulatory behaviors, social perception). Because of the pervasive influence of language, impairment in the linguistic areas may affect performance in several areas, including the two additional areas (i.e., mathematics and reasoning) in which learning disabilities may be manifested according to the NJCLD definition. In addition, language learning disabled students will sometimes experience social, emotional, and behavioral difficulties either because of or in conjunction with language disabilities. It should be emphasized that the NJCLD, in deleting the reference to disorders in "basic psychological processes" that appears in the PL 94-142 definition, advocates that the primary assessment and remedial activities focus directly on the linguistic, academic, and cognitive areas of functioning. Students whose primary problems pertain to correlate areas (e.g., hyperactivity, perceptual-motor disabilities, social perception deficits, interpersonal difficulties) rather than to listening, speaking, reading, or writing should not be identified as language learning disabled.

4. The suspected cause of language learning disabilities is intrinsic/organic rather than environmental. According to the NJCLD definition, central nervous system (CNS) dysfunction, as opposed to cultural differences, economic disadvantage, or insufficient/inappropriate instruction, is the presumed cause of learning disabilities. Because the majority of learning disabilities, including those manifested in language, are developmental rather than suddenly acquired, it is typically difficult and often impossible to confirm the presence of CNS dysfunction based upon currently available diagnostic procedures. Moreover, early environmental influences certainly interact with organic factors during the development of the central nervous system. Accordingly, medical or neurological confirmation of CNS dysfunction is neither feasible in most cases nor necessary in any case in order to diagnose the presence of learning disabilities. However, when school personnel have sufficient reason to believe that a language impairment is essentially or entirely attributable to environmental rather than intrinsic factors, a diagnosis other than language learning disability should be made.

5. Other handicapping conditions may exist in conjunction with but do not directly cause language learning disabilities. Severe oral or written language impairments are particularly associated with handicapping conditions involving hearing impairment, cerebral palsy, mental retardation, and autism. Although language learning disabilities may occur as part of multihandicapping conditions involving

sensory, physical, mental, or emotional disabilities, they do not directly result from these other handicapping conditions. Admittedly, while such theoretical distinctions are easily made, it is often exceedingly difficult in practice to establish to what extent an existing language impairment is caused by mental retardation, for example, as opposed to a learning disability. Indeed, neurologically-based etiologies are certainly not unique to the condition of learning disability, but rather are known or assumed to be responsible for numerous other handicapping conditions. Despite the difficulties inherent in attempting to make such diagnostic differentiations, the clear implication of the final statement in the NJCLD definition is that students should not be precluded from receiving specialized services for language learning disabilities simply because other handicapping conditions are present.

The five possible characteristics of language learning disabilities I have just discussed are offered only to stimulate further discussion as we attempt to reach a broad understanding and agreement regarding the nature of language learning disabilities. It is both impossible and unnecessary for this group to reach unanimous agreement on a specific definition of language learning disabilities within the time allocated for this meeting. Much more importantly, by our very presence here, we have implicitly demonstrated agreement that a problem currently exists both in service delivery options in schools and in preparation of professional personnel in universities. We have taken the essential first step of acknowledging that past efforts have not adequately met the needs of many individuals with language learning disabilities. Both the direction and size of our next steps remain to be determined through a difficult and challenging process. However, I can only feel optimistic about this process when I see professionals from both school districts and universities, from both speech pathology and learning disabilities, sit down together, talk to each other instead of about each other, and work cooperatively toward the common goal of helping individuals for whom we all share a responsibility.

WHO ARE THE REAL LANGUAGE LEARNING DISABLED?

Geraldine P. Wallach, Ph.D.

There are an endless amount of questions being asked about learning disabled children and adolescents. I will probably add to the confusion by asking additional ones in this paper which may or may not represent a happy prospect for practitioners. The fact remains that we will probably continue to ask questions about this group of students for many decades. We have made tremendous strides over the past two decades alone, but we have also come to the realization that there are no easy answers to complex educational, social, and emotional difficulties. These "difficulties," often labeled "specific learning disabilities," "language learning disabilities," "central auditory processing disorders," "dyslexia," and countless other things, are manifested by real children during various phases and stages of their development and their school careers. After many decades of research and clinical and educational practice, we are still asking: "Who are these children?" and "Why are they in trouble?" (Wallach and Liebergott, 1983).

One of the first assignments I was given by this task force as we began to explore the question, "Who are these children?", was to outline characteristics of the learning disabled student from my perspective and experience. Table 1 provides a complete list of these characteristics. The "completeness" of this list, however, is open to discussion. Aside from needing a great deal of editing, the list represents a "free association" task I gave myself to fulfill this assignment. I decided to write down the first nine or ten characteristics or behaviors that came to mind when thinking about learning disabled students.

The results, in order of appearance, are the nine subheadings listed in Table 1. The overview statement at the top of Table 1 summarizes my thinking. I hoped by this exercise to accomplish three things: (1) to keep the list from becoming an endless one; (2) to begin to explore the possibility that some of the predominant characteristics of learning disabled students would emerge; and (3) to initiate group discussion about the nature of the language component of learning disabilities. Let me expand upon some of these issues for a moment. I will expand upon my thinking about the general "definition" proposed at the beginning of Table 1. I will also address the issue of heterogeneity within any clinical or educational population and the issues of child student abilities (and disabilities) as they interact with the school curricula and classroom language.

NOTE: Portions of this paper have been adapted from Wallach, G.P. and Liebergott, J.W. "Who shall be called 'learning disabled': Some new directions," in Wallach, G.P. and Butler, K.G. Language Learning Disabilities in School-Age Children. Baltimore, MD: Williams and Wilkins, 1983, pp. 1-14.

Table 1

CHARACTERISTICS OF LANGUAGE LEARNING DISABLED STUDENTS*

These are children and adolescents who manifest problems along certain dimensions of language input and output - in spoken or written form. Among the specific manifestations of these characteristics are:

- comprehension strategy "delays" or differences (including analytic, integrative, and inferential strategies)
- (sometimes) "literal" in their translations (semantic-based as opposed to "purer" linguistic-based strategies)
- oral syntactic (productive) differences, i.e., dealing with embedding, coordination, etc.
- (above) sometimes manifests itself in difficulty adapting speech to meet the needs of the listener or the situation (e.g., classroom language)
- difficulties with narrative formulation and specific devices thereof (e.g., use of pronouns/presupposition, etc.)
- poor coding strategies for "holding onto" and/or "retrieval of" different types of information and adjusting strategies situationally; mnemonics (sometimes) questionable
- difficulty (of above) may be manifested by reduced rate of naming and work retrieval/problems, etc., etc. (association "immaturities")
- difficulty with the metalinguistic "layer" of language, e.g., phonemic segmentation problems, humor and ambiguity judgements, etc., difficulty taking tests, etc., syntactic/semantic judgements re: the written word
- difficulty with the decontextualized aspects/functions of language

* We must recognize the heterogeneity within the population and the changing nature of symptomatology over time and across learning tasks. We must also recognize inherent-to-child, curricula, and instructional interactions.

The Language-based Nature of Learning Disabilities

The overview statement on Table 1 indicates that learning disabled students are "children and adolescents who manifest problems along certain dimensions of language input and output - in spoken and written form." The suggestion of a strong language-base for learning disabilities comes from research, clinical, and educational data (see, for example, ASHA, 1982; Bashir, Kuban, Kleinman, and Scavuzzo, 1983; and Maxwell and Wallach, 1983). The notion that language disorders and learning disabilities are intimately related (to understate the case) is clarified further through better models of language (e.g., Bloom and Lahey, 1978; Van Kleeck, 1983), through re-evaluations of "perceptual deficit" orientations of the 1960's, (e.g., Stark and Wallach, 1980; Blachman, 1983) through longitudinal research in language and "dyslexia camps" (see Bashir et al, 1983; Maxwell and Wallach, 1983), and through research and observations about the language of teachers and textbooks (e.g., Nelson, 1983; Silliman, 1983). To state the case in different words is to say that (1) children with language disorders, reading disabilities, and learning disabilities are not necessarily members of different (or distinct) populations (Wallach and Liebergott, 1983); and (2) the suggestion that learning disabilities are language disabilities explains my use of the LLD abbreviation (Language Learning Disabilities). The abbreviation is used to represent--not a new population of students--but the majority of the LD or SLD students. I should say that the LLD label is only an artificial beginning, used here for discussion purposes only. It is up to us to explore and understand "who these children are" so that we can, indeed, begin to "get them out of trouble." The LLD abbreviation, hopefully, makes the concept of "who these children are" more explicit (see Gaskins, 1982, and Diedrich, 1982, for wonderful discussions about the problems and pitfalls of labeling).

Four major points will be used as a conceptual framework for the remainder of the discussion (adapted from Wallach and Liebergott, 1983, p.5). They will exemplify the issues merely introduced to this point about the language/learning disabilities connection.

(1) Early (preschool) language disorders are related to later (school-age) learning disabilities.

(2) The relation between spoken and written language represents a complex interplay between implicit and explicit language knowledge, rather than a simple auditory-to-visual transfer.

(3) The interactions among language content, form, and use suggest that language is acquired (and needs to be facilitated) in an integrated manner.

(4) Language behaviors need to be understood from a variety of perspectives, i.e., a child's inherent abilities (or competence) need to be assessed or evaluated as they interact with the learning environment (the instruction and the curriculum).

Early and Later Language Disabilities: Continuum of Language Failure

One of the most provocative and promising areas of current study involves the way in which language disabilities change over time. This area of study is crucial to our understanding of the language-LD connection because we have learned that (and I am oversimplifying this) many (perhaps 85%) learning disabilities are a continuation of early language disorders. Many questions are asked by researchers including: What does happen to preschoolers with language disorders? How do overt symptoms of preschool language disorders change as children get older and as the demands of school and conversation become more complex? We still know relatively little about the continuum of language failure. Of the information currently available, however, we see a number of themes recurring. First, language disorders persist through the school years and even through adulthood (see, for example, Snyder, 1980). Indeed, language disabled children are at the highest risk for academic failures, parti arly in reading. Second, early language problems become more covert as children get older. It seems as if certain symptoms of language disability "wash away" over time (in certain situations) while others change their form. For example, Bryan and her colleagues (1981) discuss how some syntactic problems go underground (i.e., they appear to be nonexistent or "remediated") while pragmatic ones surface (see also Donahue, Perl, and Bryan, 1982). Third, the distinct possibility exists that the largest portion of language disordered preschoolers are re-labeled "learning disabled" (or reading disabled) after some degree of school failure (Bashir et al., 1983; Maxwell and Wallach, 1983; Wallach and Lee, 1981; ASHA Language LD statement, 1982). The last statement is most relevant to the business of the Florida Task Force.

In summary, there are a number of ways that symptoms of early language disability change over time: (1) overt symptoms frequently seen in younger children with language disorders (e.g., reduced mean length of utterance, limited vocabulary, etc.) may become more subtle (e.g., they show up as inferential processing problems, word retrieval problems, pragmatic difficulties, etc.); (2) language problems may show up in reading and spelling, e.g., spoken language problems "turn into" written language problems; and (3) verbal language problems (listening-speaking) may persist and, in addition, are evidenced in reading and writing (Wallach and Liebergott, 1983, p.6).

Bashir et al. (1983) suggest four major groups of children presenting with preschool language problems who are at risk for later school difficulties: (1) children who present with mixed receptive/expressive difficulties; these children have comprehension problems with words, or complex syntactic forms (e.g., embedded structures) and concomitant production problems; (2) children who present with oral language formulation problems, such as difficulty with morphological rules, dysnomia; narrative or story telling abilities, etc.; (3) children who present with dysnomia (word knowledge and retrieval problems) without syntactic/morphologic problems but with concomitant storytelling difficulties; and (4) children who present with phonological disorders, particularly those involving problems with voluntary patterning and sequencing (p. 100). Bashir and his colleagues remind us to use these findings with caution because we still have much to learn about the heterogeneity that exists within supposedly homogeneous categorizations of "real" children.

The Relation Between Spoken and Written Language

This brings me to the second point. It relates to the intersection between spoken and written language. This point contributes to our understanding of the language-LD connection because it reminds us that spoken language and reading are part of a continuum rather than being part of a dichotomy (Westby, 1983). More specifically, it addresses the connection between implicit and explicit language knowledge. Implicit language knowledge means the less conscious abstraction of phonological, syntactic, semantic, and pragmatic rules for speaking and for listening to one's native language. Speech-language pathologists, developmental psycholinguists, and others usually focus on the study of the stages of development of "implicit" language learning in language acquisition courses. More recently, professionals have become more aware of (and interested in) the study of explicit aspects of language learning. Explicit language knowledge refers to conscious judgements, analysis, and uses of various aspects of language. When a child sees his baseball bat on the table, and utters the sequence of phonemes, /b/, /a/, /t/ to form the spoken word "bat," he/she follows the phonological rules (speech and sound rules) of his or her language. The child does this, for the most part, without stopping to think or analyze the individual phonemes. This represents an example of implicit language knowledge. When a teacher asks the child to "tell how many sounds are in the word "bat," she is asking the child to demonstrate his/her language knowledge explicitly. Reading, writing, many classroom instructions, and many problem-solving abilities require children to bring their implicit language "to-the-surface." This ability has also been called metalinguistic ability. Other examples of metalinguistic skills are judgements of grammaticality, ambiguity, and synonomy. Figurative language, humor, and the like, are also expression of metalinguistic awareness.

The Lindamood Auditory Conceptualization Test, the Rosner Test, and the Goldman-Fristoe Sound Analysis subtests are examples of such tests. They require sophisticated judgements about the phonemic structure of the language. From within this theoretical context, it can be seen how notions like "Johnny is a visual learner" or "Anne is an auditory learner" require re-evaluation. Indeed, we might ask instead: "What are Johnny's and Anne's level of metalinguistic awareness?" (The reader is directed to Van Kleeck, 1983 (a) and (b) for provocative discussions about metalinguistic development and its relation to both spoken and written language.)

From Discrete Skills to Integrative Models of Language

Discrete skills models of language, as seen in the ITPA model, have been challenged over the past two decades. These models which lead to rigid separations of memory, perceptual, and linguistic skills are inadequate. For example, one's ability to perform well on "auditory discrimination" tasks is related to one's knowledge of vocabulary, the context, and prior experience (in addition to metalinguistic development as discussed in the previous section). One's ability to remember things is affected by numerous factors, including the strategies used, familiarity with a topic, linguistic competence, etc. Statements such as: "Jane has an auditory memory problem that is the cause of her learning disability" or "Bob has a visual sequential memory problem which is causing his reading problem," make it sound as though "memory" like "language" is a box or a "unified entity" within a child's head that can be isolated or remediated easily. Likewise, the notion that one or two distinct skills "causes" a learning-reading disability is

completely erroneous. Rutter (1978) makes a point about visual perception and its relation to reading problems. He reminds us that, even if visual perceptual problems persist (and they often "wash away" over time), they are not the solitary cause of reading problems. Rutter (1978) writes:

> "While reading disabled children may be 'perceptually impaired' compared with their peers, they still have sufficient skills in discrimination to learn to read. Besides this, it is apparent that good listeners do not listen to every phoneme, and good readers do not discriminate each individual word when reading" (p.8).

Vellutino (1979) takes an even stronger position than Rutter (1978) and others by proposing that apparent "perceptual problems" (e.g., visual discrimination, visual sequence, etc.) are secondary manifestations of "verbal mediation deficiencies, possibly associated with basic language problems." Vellutino (1978) reiterates the move away from discrete skills approaches and perceptual based interpretations of learning and reading disabilities by saying that, "whatever else reading may be, it is a decidedly linguistic function" (Vellutino, 1978, p. 110). The pervasive nature of language problems within learning and reading disabilities populations is reiterated from a number of diverse sources and areas of expertise.

Inherent Language Abilities and the Learning Situation

My final point suggests that any analysis of the language learning-disabled child's linguistic and metalinguistic competence must include more than an analysis of the child in a "clinical" setting. Speech-language pathologists, who adhere to (or who may be required to adhere to) a more traditional service delivery model often "take the kid out of the classroom" to test or to "develop language." Assessing language in a one-to-one setting may give us some information about certain aspects of a child's language level (we may learn something about some inherent abilities). However, we must also understand how a child's inherent abilities interact with (1) the language of the classroom and (2) the language of the curriculum. Nelson (1983) and Silliman (1983) remind us that the learning disabled student often has difficulty shifting from context-bound home language to more "decontextualized" and "lexically-encoded" language of the classroom. Nelson (1983) provides the following example of the instructional language of a Grade 1 classroom. One might note, not only the complexity of the language itself, but also the metalinguistic nature of the task:

> "What sound does /cat/ begin with? No...that's not what I asked. I asked what sound. Good...We have two letters that make a /k/ sound. "k" and "c" make the same sound. How do you know that "cat" does not begin with a "k?" Because I didn't put a "k" on the paper...so you know it has to begin with a "c." (Nelson, 1983, p. 164)

Here are a couple of examples from Grade 2 workbooks. The first one involves an exercise whereby the children need to decide who the pronoun refers back to:

> "What is Jeremy doing?" Al said to Ed. "Let's stop and ask him."
>
> a. Ed
> b. Al
> c. Jeremy

The second example, also from a Grade 2 workbook, demonstrates the "language load" involved in some math story problems:

- When you subtract 3 from me, you get 10. Who am I?
- Subtract me from 7. You will get 4. Who am I?
- I am 6 minus 2 plus 4. Who am I?

We are reminded by these classroom and curricula examples of the possible mismatches that may occur between a child's language level and the demands of instructural discourse. Nelson (1983) and Silliman (1983) both suggest that some behavioral and attentional problems may be related to mismatches of these types with language learning disabled students.

SUMMARY STATEMENT

Our expanding views of language over the past two decades have contributed greatly to our understanding of learning and reading development and disabilities. Language disordered preschoolers are at the highest risk for academic failure. The labels attached to these children (e.g., childhood aphasia, delayed language, learning disabled, dyslexia, specific reading disability, auditory perceptual disability, central auditory processing disability, etc., etc.) may be related more to political factors and/or artificially created federal-school categorizations than they are to the real children themselves. Bashir et al. (1983), discussing the language disability/learning disability connection, put it beautifully. They ask:

> "Are we speaking about a group of children who, by virtue of time and learning context, are called by different names, but who in reality evidence a continuum of deficits in language learning?" (Bashir et al. 1983, p. 99)

INFORMATION REVIEW AND ANALYSIS

Issues in Personnel Preparation

An update on teacher training issues was presented with the intent to focus on their relationship to language and learning disabilities. Issues included the content of the Beginning Teacher Program and its impact on exceptional student education personnel. A report entitled "Personnel Data, 1981-82" which reflects an annual study of teacher supply and demand based on information gathered from several sources was discussed. Of major interest to the Task Force was the reporting of areas of critical teacher need and projections of number of teachers needed for each year through 1995-96.

An executive summary of the document entitled "Improving the Quality of Teacher Education in Florida" was distributed. This was a report with recommendations from the Joint Legislative and Executive Task Force for Teacher Education Quality Improvement. A second evaluative report on the function and operation of the Teacher Education Centers was reviewed. Issues from each of these reports were presented for consideration by the Task Force during its deliberations.

Proposed legislation relating to personnel preparation and to programs for exceptional students was reviewed. Discussion was held regarding implications of several of the bills, especially the RAISE bill.

Data Collection Process

Prior to the Task Force meeting, participants were asked to complete a questionnaire regarding current program status (Appendices A & B). Information items on the questionnaire for school districts included number of staff employed in SLD and SLI, number of students served in SLD, SLI or both programs, projections for future program needs, and inservice training in the area of LLD offered by topic and consultant. In addition, district personnel were asked to send the following items to Bureau consultants: 1) eligibility criteria for special classes in LLD; 2) philosophy as related to language learning disabilities; and 3) information regarding curriculum for LLD classes.

Information items requested of the university training programs included number of faculty teaching SLD and SLP courses, adjunct faculty teaching in these two areas, credit hours required for bachelor, master, specialist or doctorate degrees in SLD or SLP, number of elective hours available within the general requirements for these degrees, number of hours required for field experiences or practica, length of internship, and participation in Teacher Education Center sponsored activities. The following items were requested for Bureau use in preparing for the Task Force meeting: 1) undergraduate and graduate catalogs; 2) course descriptions as found in syllabi or outlines; 3) description of field experiences, practica and internships; and 4) a listing by number of those courses considered relevant to the training of personnel in language learning disabilities.

A collection of educational competencies was prepared and mailed to participants prior to the meeting. This compilation was derived from competency statements developed by the American Speech-Language-Hearing Association, the Council for Learning

Disabilities, and the Florida Council on Teacher Education. Participants were requested to individually rate the competencies from two perspectives. The first rating scale was designed to allow judgement of the essential nature of the competencies on a three-point scale, i.e. essential, important or nonessential. The second rating scale was designed to allow a determination of when the competency should be mastered, i.e. during preservice training, as a beginning teacher or clinician or through inservice training. Participants were to view the competencies as they would apply to individuals working with the language-learning disabled student. (See Appendices C & D.)

The information gathered from the above described questionnaires was compiled into four documents for review by Task Force members during the meeting. These documents were 1) Compilation of Selected Information from School Districts, 2) Compilation of Selected Information from Universities, 3) Compilation of Competencies Ratings, Scale I, and 4) Compilation of Competencies Ratings, Scale II.

School District Information

Sixteen districts provided information for the Compilation of Selected Information from School Districts. The total number of personnel employed in each of the specific categories as of May, 1983, were:

SLD	1914.5
SLI	814
LLD	28
LI	46
VE	100

However, it should be noted that two districts did not separate SLD from VE programs; thus, of the 1914.5 personnel listed in the SLD category, 1322.5 were assigned to SLD classes and 592 were assigned to either an SLD or VE class. The total number of students served in SLD classes was estimated at 32,831 and in SLI programs at 41,562. It was estimated that of all these students 5196 were enrolled in both SLD and SLI.

Districts were asked to describe their classes for the LLD population. There were four different labels used for designating the classes, i.e. communication disorders, language disorders, language learning disorders, and severely language impaired, in addition to the most common labels of SLD and SLI. One hundred and nineteen (119) units in the sixteen districts had been assigned to the LLD program. These units covered pre-kindergarten through high school with the primary and intermediate levels most frequently designated. The classes generally were staffed in the following manner:

SLD teacher	28
SLI clinician	43
SLD & SLI team	17
Other	12

Districts that indicated the "other" category listed teams composed of an SLD teacher or SLI clinician and early childhood, elementary, or ESE teacher. Aides were also included in this category.

Districts were asked to project their LLD special class needs for the ensuing three years. These needs were listed as follows:

1983-84	17
1984-85	18
1985-86	17

A wide variety of Teacher Education Center (TEC) inservice activities was offered during the 1981-82 and 1982-83 school years. Presenters were from school districts, universities or private enterprise and came from in-state or out-of-state employment settings. Topics included areas such as assessment and intervention; curriculum and instruction; classroom management techniques; content in language, learning disabilities, and reading; music therapy; and effective use of teacher aides.

Finally, the districts were asked to list the eligibility criteria, program philosophy, and curricula used in the LLD classes. The majority of districts referred to their district procedures in SLD and SLI for statements regarding criteria. Some districts had a separate criteria description for LLD classes. Some districts referred to their district procedures in SLI for a philosophy statement, while others indicated that a philosophy was being developed or none had been written. Four of the sixteen districts listed a specific curriculum for the LLD program, i.e. "High Scope Cognitively Oriented Curriculum," "Language Program - A Curriculum Guide for Developing Minimal Standard Skills," "Say It-Write," and "Source Book of Language Learning Activities." The remaining twelve districts indicated that a curriculum was being developed or that a variety of materials and techniques were available to instructional personnel for curriculum use.

University Information

University training program personnel in SLD and SLP were asked to complete the Compilation of Selected Information from Universities. Among the five universities, sixteen regular and nine adjunct faculty are employed in SLD training programs and thirty-eight regular and seventeen adjunct faculty are employed in SLP training programs.

The number of credit hours required at the bachelor's level varied somewhat, but in general both SLD and SLP required approximately 120 hours. Elective hours at the bachelor's level varied more than required hours, ranging from 12-30 hours. At the master's level, SLD required hours ranged from 33-38 while SLP required hours ranged from 45-49. Elective hours at the master's level ranged from 3-12 in SLD and from 6-24 in SLP. It should be noted that the SLP program at the University of South Florida is a Master's level program only, thus there is a requirement of 150 hours plus ten elective hours. Practicum hours in SLD at the bachelor's level ranged from 225-400 and at the master's level from 270-375 hours or 6-15 weeks. Practicum hours in SLP met the national standard of 300, some of which were listed at the bachelor's level but most of these being required at the master's level. Internships in both areas ranged from 8-16 weeks with 15 weeks the most frequently listed.

Teacher education sponsored activities were listed by each training program. TEC activities were considered so extensive that individual workshops and institutes were not listed. However, it was apparent that select faculty members in the areas of learning

disabilities and language disorders were involved frequently with presentations in the school districts.

Finally, the universities were asked to list all the courses relevant to LLD. The listings were quite extensive and reflected some commonality from program to program.

Ratings of Selected Competencies

The Compilation of Competencies Ratings, Scale I and Scale II, were completed by forty-five participants. Of these forty-five, five were university chairpersons, seven were university staff, eight were district administrators of exceptional student education, twelve were supervisors of specific learning disabilities (SLD) and thirteen were supervisors of speech-language impaired (SLI).

Scale I measured the respondents' rating of each competency in relation to its essential nature in the repertoire of an individual working with the language learning disabled student. Those competencies judged by 80% or more of the respondents to be essential rather than important or nonessential included statements such as:

- demonstrate understanding of child development
- demonstrate ability to identify and define the sequence of normal language acquisition and development
- demonstrate knowledge of normal and atypical developmental patterns and relate this knowledge to assessment
- demonstrate knowledge of the characteristics of learning disabled students
- demonstrate ability to define and describe disorders of language, including disorders of content, form and use
- demonstrate ability to maintain an effective working relationship with school personnel
- demonstrate ability to provide regular educators with usable teaching suggestions for mainstreamed language learning disabled students
- demonstrate ability to identify appropriate target behaviors for individual students and plan a behavior management program based on individual needs
- demonstrate ability to relate to parents and communicate with them.

Of the forty-three competency statements on Scale I, twenty-nine or 67% were judged to be essential by 80% or more of the respondents. Fourteen or 33% of the competencies were judged to be either important or essential and no competency statement was judged to be non-essential.

Scale II was designed to measure the respondents' determination of when the competencies on Scale I should be mastered, i.e. during preservice, as a beginning teacher or clinician, or through inservice training. Respondents were encouraged to mark "all that apply." Eighty percent or more of the respondents indicated that thirty-

three or 76% of the competencies should be mastered at the preservice level. Many of these were those competencies also judged to be essential. Due to the opportunity to mark "all that apply," each category (i.e. preservice, beginning teacher, or inservice) for thirty-seven competencies was indicated by 50% or more of the respondents as the level at which the competencies should be mastered.

On both scales, some differences were evident between the ratings of university personnel and those of public school personnel. For example, a majority of the public school personnel rated as essential the competency "demonstrates an understanding of the interrelationships among language content, form and use." University personnel rated this equally between essential and important. A similar comparison was evident with the competencies "demonstrate an ability to work cooperatively as a member of a teaching team" and "demonstrate the ability to explain and predict differences in learners as a function of general ability or intellectual differences, age differences, motivational differences, cognitive style differences, and sensory capacities."

Some differences also were noted between the ratings of administrators (i.e. university chairpersons and district ESE administrators) and staff and supervisors. The competency "demonstrate the ability to relate to parents and communicate with them" was rated essential by all the supervisors while administrators rated this competency either essential or important.

OBSERVATIONS ON BEHAVIORS RELATED TO LLD

The keynote addresses (see pages 1 to 11) provided a reference point for Task Force members regarding LLD behaviors. While each consultant's message reflected content based on differing professional training and background, commonalities were evident. An obvious and perhaps most critical example of this was each consultant's hesitancy to discuss or provide extensive sets of characteristics. Both consultants expressed the opinion that development of comprehensive and accurate characteristics lists to be used in identification was at best premature.

Preliminary Discussion of Behaviors

In order to provide the Task Force an opportunity to share information, terminologies and viewpoints, participants were assigned to work groups. Groups were designed to include balanced representation of each discipline from school districts and universities. Each work group was asked to use traditional brainstorming techniques to compile either behavioral or preacademic/academic characteristics of the population according to five chronological age ranges. These ranges were grouped in years as follows: 0-3, 3-6, 5-9, 9-12 and over 12. After preliminary discussion, the two work groups, i.e., behavioral or preacademic/academic, assigned to each age range were merged and requested to review and consolidate characteristics. The five combined lists were displayed for examination by the Task Force.

Participants were then asked to individually select eight characteristics from each age range which represented the "most important" or "most frequently observed" behaviors or preacademic/academic performance indicators for the population.

Consultants tabulated and displayed the results of the selection process. Concern was expressed by Task Force members that the items selected were representative of group perceptions or observations rather than of specific characteristics. Further, the group did not want the list to be considered "official" and did not want to endorse the list as a final product of the Task Force. Based upon group consensus, the selected items were labeled "Observations on Characteristics Related to LLD." These observations or perceptions were:

<u>0-3 Years</u>

1. Delayed speech development
2. Difficulty following simple verbal commands
3. Difficulty understanding simple vocabulary concepts
4. Difficulty seeking or initiating verbal interaction
5. Frustrated when communicating due to difficulty in being understood
6. Inattention to language
7. Inappropriate social responses
8. Lack of interest in oral communication; unintelligible speech, but identifiable to family

3-6 Years

1. Delayed language acquisition
2. Problems staying on task
3. Difficulty understanding spoken language
4. Failure to follow directions; poor listening skills
5. Problems with interactive behavior
6. Inability to read social situations and cues
7. Difficulty with use of semantics, abstract vocabulary, multiple meanings, concepts
8. Limited vocabulary and reading readiness skills

5-9 Years

1. Overall delayed language development
2. Overall delayed readiness
3. Difficulty in attending and staying on task
4. Memory problems
5. Difficulty with abstractions
6. Discrepancy between verbal vs. performance
7. Retrieval problems
8. Oral language problems with morphology, syntax and pragmatics and their relationship to academics

9-12 Years

1. Difficulty following instructions
2. Problems with thought relationships (ambiguity, abstractions)
3. Difficulty giving oral directions
4. Reduced or inefficient peer interactions and self-concept
5. Difficulty with reasoning
6. Difficulty with retrieval and recall
7. Problems with attention
8. Difficulty finding information and solving problems independently
9. Problems with written language

12+ Years

1. Difficulty expressing thoughts either oral or written
2. Difficulty generalizing information
3. Difficulty understanding or following written directions
4. Reading comprehension problems
5. Difficulty organizing or completing assignments
6. Problems in pragmatic or social interaction, e.g., may be withdrawn from social set or may interact inappropriately
7. Poor peer relations
8. Difficulty in most academics

The consultants reviewed the purpose of the activity and summarized the discussion as follows:

1. The purpose of the activity was two-fold. It provided members with focal points to begin thinking about the population. We asked ourselves, "Who are these children? Why are they in trouble? What do we need to do to help them?" We also began to compare normal and LLD populations in terms of language acquisition over time.

Behaviors listed and sustained through the selection process vary in importance at different points in time.

2. The results of the selection process are loose, arbitrary, and subjective. They represent interesting impressions which are not necessarily data based but do provide a useful picture of some of the population's characteristics. The information can be of value in addressing issues related to service delivery but should not constitute the basis of a categorical or operational definition.

The consultants next provided their interpretation of the most frequently observed characteristics in each age group. A summary of their comments follows:

1. The children in the 0-3 age range are characterized by delayed speech and language development and inappropriate behavioral interpretation and responses. The child who receives a label of speech or language disordered at this early age will often gain the additional label of learning disabled at a later point in time.

2. Those children in the 3-6 age range are often brought to our attention as lacking readiness skills. We must examine the traditional concept of readiness in terms of its usefulness. What is the conceptual focus of readiness and how does it relate to language? It is suggested that we select a focus which enables behavioral differentiation between good learners and poor learners. Kindergarten and first grade teachers can identify these behaviors.

   Our future time will be better spent in relating readiness to what children will be expected to do in school. For example, there is a definite need to examine the factors which predict or signal a child's future reading problem rather than attempting to study specific causes such as color naming or alphabet recitation.

   In addition, we need to develop the child's curiosity for language and learning. Children are naturally curious and want to learn. To paraphrase Frank Smith, "Talking about teaching the brain how to learn is as absurd as teaching the lungs to breathe. Learning is a natural function of the brain."

3. In the 5-9 age group, delayed language development continues as an indicator. A discrepancy between verbal and performance measures of intelligence signals a problem but is not a characteristic per se. A lower verbal score can signal impaired academic performance. We too often seem to believe that the language problem disappears once an IQ test is given.

   The broad category of memory as a characteristic creates a problem. Memory disorders may not cut across all areas in the LLD child. Rather, it may be task specific. In this case, we should then examine the strategies used by LLD children for memory.

4. Problems with retrieval or recall begin to show a repetitive theme in the 9-12 age group. Any criteria we develop needs to reflect student needs. A caution is suggested here that we remember distinctions. The characteristics of LLD students is not always compatible with those of the learning disabled or language disordered.

5. The greatest problem identified at the 12 year and older level is written expression. This is confirmed by Don Deshler's research on the adolescent LLD population. A second order characteristic is pervasive academic problems.

Finally, the Task Force determined that further consideration of these observations would be an appropriate future activity of the group.

Refinement of Behaviors

Dr. Jim Leigh opened the second meeting of the Task Force by providing some comments on the previous meeting and discussing parameters of the LLD population. Dr. Geraldine Wallach was unable to meet with the Task Force at this time. Dr. Leigh observed that an exploratory process to look at characteristics had been employed and that the intent was to develop broad parameters of the population and to investigate programs to serve the LLD students. It was noted that we were not identifying a new category or establishing new criteria, rather we were examining the existing specific learning disabilities and speech-language criteria in light of our concern with the LLD. He suggested caution in the use of processing deficits as pre-requisites for eligibility. He also suggested that although it was appropriate to consider a significant discrepancy between performance and intelligence as a criteria, it was important to retain flexibility of decision making within the multidisciplinary team.

Problems with the discrepancy model are related to instruments used to measure performance, especially in the area of language. Most language tests do not measure language as it is used normally. Language sampling is an excellent approach, but it does not convert to a standard score which is a basic aspect of the discrepancy model. Finally, he noted that the use of exclusionary factors should not preclude the possibility that some LLD students may have more than one handicapping condition. Who, then, are the LLD students and who should be eligible for special programs? This will be an on-going question, but through activities like those of this Task Force, a prototype will emerge.

The Task Force was presented with four central defining characteristics of the LLD population. Discussion was held on each statement prior to voting on whether to accept it as representing a description of the population. The statements and accompanying discussion were as follows:

1. Indication of average or above average potential - Although this was judged to be a good statement, some participants felt it would eliminate the slow learner. Concern was expressed over the fact that language problems can mask learning potential. The question was raised as to what would serve as indicators. Adaptive behavior scales, social maturity scales, measures of motor proficiency and observational data among others were cited as appropriate indicators. It was noted that age levels would have to be considered when applying to eligibility criteria. **The Task Force voted to use this statement as a central defining characteristic.**

2. Significant discrepancies between intellectual potential and language performance (i.e., content, form and use) - It was agreed that we must consider discrepancies across a range rather than as a single, discrete number. Intellectual potential may be difficult to determine in some students. The question was raised as to what was meant by significant. The group felt the school districts would determine degree of significance and discrepancy within framework of criteria. The issue of whether language is an academic area, a process area or the underlying factor in both areas was raised. It was felt that inservice focusing on language was needed in special education training. **The Task Force voted to use this statement as a central defining characteristic.**

3. Deficiencies in preacademic or academic areas - The major concern with this statement was how to define "deficiencies." In general, the group agreed that deficiencies could be based on a number of aspects such as grade level, intellectual measures, achievement measures, or previous skill levels. **The Task Force voted to use this statement as a central defining characteristic.**

4. Not primarily attributed to other handicapping conditions or environmental influences - When considering other handicapping conditions, it was noted that some LLD problems would not be a result of the other handicap, but rather a distinct problem in and of itself, e.g., an LLD not related to a physical handicap such as spinal bifida. Concern was expressed regarding how to define "environmental influences" and the potential impact on minority groups. **The Task Force voted to use this statement as a central defining characteristic.**

It was the consensus of the Task Force that the four central defining characteristics should serve as broad guidelines for identifying the LLD population. There was agreement that age level characteristics identified through the brainstorming process should be considered tentative and should not be considered as official products of the Task Force. It was felt that verification of these characteristics must be accomplished by using research in the professional literature.

OPTIONS FOR PROGRAMMING

After discussing issues surrounding behaviors related to the LLD population, the Task Force was charged with identifying options for programming. Participants once again were assigned to work groups to explore programming issues, including consideration of severity and age/grade levels. Although each group approached the task differently, the end products were quite similar. Following are reports of each group's activities.

Group I

Initial activity was a review of current programs in several districts. Representatives from Pinellas County described its "Transition - Preventative" class which is staffed by a regular education teacher certified in early childhood and a language clinician who teams with the teacher one and one-half hours per day. The class is ungraded and consists of 18 students all of whom qualified for itinerant language at the end of kindergarten. The 18 students were identified from 75 students which represented about 25% of the total kindergarten population. Any student may return to first grade at any time, but by the end of the year it is anticipated that some students will be placed in an SLD class, some in EMH, EH or severe language, and some in basic education. It was noted that this model integrates nicely with the theory of brain growth periodigation, i.e. growth spurt occurrence at age 6 or so.

Descriptions of programs at the elementary level in Hillsborough and Pinellas counties were presented. The Hillsborough model is an LLD class for 12 students in grades 3-6. All students qualify for both SLD and language. In grades K-3, only self-contained language is available. The LLD model in Pinellas County consists of 16 students from 5th and 6th grades and is staffed by one SLD teacher, one language clinician and one aide. All qualify for language and 12 also qualify for SLD. Prior to the development of this class, language clinicians and SLD teachers were asked to plan programs for at least two students in order to identify commonalities of students' needs prior to recommending them for the LLD class.

Representatives from Orange County reported on its model at the junior high level. All students must qualify as severe SLD or severely language impaired. The class is staffed by an SLD teacher, a language clinician and a pre-vocational teacher.

No specific high school models were described, but it was agreed there is a need for more than one model. Implications of the RAISE bill and its effect on the LLD population were discussed. Concern that the severe LLD student may not qualify for a special diploma was expressed. It was felt that the mild to moderate student may be helped most by the learning strategies approach. There was an expressed need to prepare SLD teachers and language clinicians in techniques for teaching subject matter, e.g. science or social studies.

Following this discussion, Group I designed the following model for program options:

	SERVICES NEEDED	DELIVERY MODEL	PERSONNEL
Elementary	Preventative/ PreAcademic	Transition class	Regular education teacher and language clinician
	Remedial	Resource Room: team teaching team planning	Regular education teacher and language clinician
	Remedial	Self-contained with team teaching	SLD teacher and language clinician
Middle	Regular Education with support	Resource with learning strategies model	Regular education teacher and SLD teacher and/or language clinician
	Compensatory	Resource -- Regular education	Regular education teacher and SLD teacher and/or language clinician with compensatory education support
	Remedial	Self-contained with team teaching	SLD teacher, language clinician and vocational education teacher
High	Regular Education with support	Resource with learning strategies model	Regular education teacher and SLD teacher and/or language clinician
	Basic Skills and Accommodations	Resource -- Self contained	Regular education and SLD teacher
	Functional/Career	Self-contained	SLD teacher and vocational education teacher

Group II

This group approached the task by examining issues first and then delivery models. Discussion included:

A. Preschool issues and needs

1. preservice or inservice education of personnel
2. early identification by labeling

3. use of language disorders category for developmentally delayed children
4. need for a non-categorical subset at preschool, e.g. developmentally delayed
5. parent training

B. Primary issues and needs

1. teacher going to student vs student going to teacher
2. schedule determining program rather than students' needs determining schedule, especially with speech-language program
3. set priorities for curriculum and program emphasis
4. encourage regular classroom teacher to spend time in speech room as well as classroom
5. integrate the language component into the regular curriculum
6. establish interdisciplinary model; consideration of location, time, schedules
7. need for planning periods at same time for SLD teachers and language clinicians
8. encourage sharing and implanting of knowledge among regular education teachers, SLD teachers and language clinicians
9. use information from research to design models

C. Intermediate issues and needs

1. many issues and needs similar to those at primary level
2. identify new students that now have significant differences
3. identify re-entry students
4. student may not meet SLD criteria after being served in language disorders program for several years
5. eligibility criteria hampers use of varied delivery models
6. need emphasis from state level to provide time for curriculum development and a model for language
7. transportation a constraint in devising delivery models

D. Middle school issues

1. effectiveness of regular language arts class for SLD students
2. RAISE bill, Course Code numbering, grading and report cards, credits
3. lack of availability of state assessment modifications for students identified as language disordered but not SLD

E. High school issues

1. LLD basic skills remediation vs tutoring
2. diploma (regular or special) vs certificate of completion

Group II identified the following delivery models:

A. Preschool

1. language self contained
2. Early Exceptional Learning Program (EELP), VE, developmental delay
3. itinerant language
4. team with language clinician and other ESE teacher

B. Primary

1. self-contained pure language
2. self-contained pure SLD
3. itinerant language, 0-5 hours
4. itinerant SLD, 0-5 hours
5. resource SLD, 0-12 hours
6. resource language, 5-12 hours
7. consultative SLD or language
8. full time team with SLD or other teacher and language clinician
9. resource team with SLD teacher and language clinician
10. utilize regular classroom

C. Intermediate - same models as primary, with the exception of #1 & 2 which are eliminated.

D. Middle school - same as intermediate plus

1. VE strategy and content
2. vocational
   NOTE: student should not be in regular language arts

E. High School

1. VE concept plus vocational
2. SLD resource

Group III

Group III reviewed existing service models in the districts represented within the group. These services included:

A. Preschool

1. full time classes for language delayed/disordered
2. VE classes
3. classes taught primarily by speech-language pathologists

B. Elementary - Classes for severe speech-language; full time placement with a large percentage of students qualifying for speech and SLD

1. team model - one SLD teacher and one speech-language clinician; four students to one adult
2. single teacher model - speech-language pathologist with eight to nine students

C. Middle school

1. resource room services
2. separate services for SLD and speech-language; little team planning or teaching

D. High school - no full time services

Group III developed the following options for programming:

SEVERE POPULATIONS - SLI & SLD = LLD

A. Pre-kindergarten level (ages 3-5)

1. primary problem is language delay or disorder with possible SLD component
2. self-contained model - ½ day to whole day
3. teacher(s): speech-language pathologist and early childhood specialist (team approach) plus aide
4. funding: could be a problem - pre-kindergarten incentive grant
5. 12 students: team approach with aide; 6 students - one teacher (speech-language pathologist) and aide

B. Primary Level (grades 1-3)

1. meet criteria for SLD and language
2. self-contained model
3. team approach: speech-language pathologist and SLD teacher or speech-language pathologist certified in SLD; aide desirable
4. 14-16 students

C. Upper Elementary level (grades 3-5)

1. same delivery as Primary level

D. Middle School level (grades 6-8)

1. meet SLD and language criteria
2. full time vs self-contained model; mainstream for art, etc.
3. team SLD and speech-language pathologist approach with consultation with basic education teacher
4. 14-16 students with 2 teachers
5. teach coping and survival skills
6. concerns expressed over lack of contact with regular education students and regular education program

D. High School level (grades 9-12) - NOTE: very low incidence and population primarily SLD; RAISE bill will present a problem

1. vocational and work study
2. special education diploma
3. SLD or VE teacher

MODERATE LLD STUDENTS

A. Pre-kindergarten level (ages 3-5)

1. primary problem is language disorder; questionable whether SLD
2. itinerant or self-contained
3. teacher: speech-language pathologist
4. 6-8 students
5. 5-12 hours per week

B. Primary level (grades K-3)

1. language disordered and SLD
2. Resource Room: 5-12 hours each of SLD and language, if necessary
3. team approach: SLD and speech-language pathologist
4. 6-8 students per period (14 per day)
5. classroom through which students move
6. range of time for team approach

C. Upper Elementary level (grades 3-5)

1. same as primary

D. Middle level (grades 6-8)

1. resource room and itinerant: SLD and speech-language pathologist
2. joint planning
3. increase speech-language itinerant services (3-6 hours per week)
4. consultation with basic education and others

E. High school level - NOTE: RAISE bill will be a problem

1. vocational
2. resource: SLD/VE teacher
3. survival strategies

Group IV

In discussing the service delivery model for the LLD population, Group IV felt that it was not appropriate to address the 0-5 population. However, for the school age population, the following models were based on the assumption that these students will be served in a self-contained, either part or full day, program.

SERVICE DELIVERY MODELS

A. Team Teaching: SLD specialist and speech-language clinician

1. same class: K-3, Primary, Intermediate (elementary)
2. 2 separate classes: joint planning

B. Single teacher: either SLD or speech-language certification and/or expertise in both disciplines

C. Consultative: full time service by speech-language clinician or SLD teacher with possible resource service from non full time service program; consultation for planning and programming

Group V

This group began with a summary of the definition discussed in the previous session and clarified that the term LLD is not limited to the most severe language learning disabled student who needs a self-contained classroom. It was agreed that the term included a wide range of students from mild to severe who may be served within several delivery models.

The group reviewed and charted current delivery systems used in the districts and discussed their appropriateness as judged by the group.

An analysis of the LLD population and current delivery systems produced the following grid:

LANGUAGE DISORDER SEVERITY

<table>
<tr><th></th><th>MILD</th><th>MODERATE</th><th>SEVERE</th></tr>
<tr><td>NONE</td><td colspan="3">CURRENT MODELS WITH INCREASED TEAM PLANNING AND BETTER EVALUATION</td></tr>
<tr><td>MILD</td><td></td><td></td><td></td></tr>
<tr><td>MODERATE</td><td></td><td></td><td></td></tr>
<tr><td>SEVERE</td><td></td><td colspan="2">SELF-CONTAINED PROGRAMS</td></tr>
</table>

The group developed the following recommendations:

1. Programs for 3-5 year olds should emphasize language orientation
2. Self-contained programs for the severely impaired should exist for age 5 and above and should be staffed by:
   a. SLD and language clinician (team)
   b. dually certified person
3. Self-contained program for the severely impaired middle school student should be a team which would include:
   a. SLD teacher
   b. Speech-language pathologist
   c. Prevocational teacher

In improving the quality of services to the LLD population, the delivery system per se may not be the most critical issue. We currently are utilizing all possible delivery models and they are sound. Little other variation can occur. The real key issues may be in how we organize and work within those delivery models. These key issues appear to be:

1. Improving team planning on an ongoing daily/weekly basis by the language clinician/SLD teacher/regular teacher
2. Modifying FTE structure to allow time for team planning and consultation
3. Using interdisciplinary assessment of the LLD student in order to obtain a better base for placement, recommendations, and programming
4. Identifying the problems in student evaluation/diagnosis to improve planning and placement

5. Revisiting the IEP process, clarifying the intent and conducting IEP meetings as they should be done to achieve joint planning
6. Increasing use of child study team concept and pre-conferences to improve planning by team
7. Providing inservice for SLD and language clinicians for:
   a. use of team planning
   b. improvement of team evaluation
   c. cross discipline inservice
8. Providing inservice for regular educators to help them work better on a team with language and SLD people.

ISSUES, CONSTRAINTS AND STRATEGIES

Participants were assigned to small discussion groups by work setting, i.e. university chairpersons, ESE administrators, SLD and SLI supervisors, and university staff. Each group was directed to identify major issues and constraints in the training of personnel and provision of programs for language learning disabled students. Resource materials were made available for reference. These materials included the competency scales' ratings, program analyses from the universities and district programs, and documents from several national organizations such as the National Joint Committee on Learning Disabilities (NJCLD), the Council for Learning Disabilities (CLD), and the American Speech-Language-Hearing Association (ASHA).

Issues and Constraints

Following extensive discussion, each group reported on its deliberations. As a result of general group consensus, several prominent issues and constraints were identified. These were categorized by training needs, service needs and professional needs as follows:

A. Training Needs

1. University SLD and SLP programs need to interact more frequently. Each needs to include a training component from the other discipline and make it an integral part of the training program. A possible constraint is the need to train SLP's for many work settings (i.e. public school, private practice, hospital, clinic, university) which requires an extended training program. Adding course work from SLD could extend the program further.
2. There is a need to provide training by age/school level. There are differences in LLD at the preschool, elementary and secondary school level and these differences need to be addressed more specifically.
3. Internships in both SLD and SLP should include a district level orientation to provide the student-in-training with an understanding of the total ESE program, of district policies and procedures, and of state regulations.
4. University personnel involved with the training of students in SLD and SLP need to spend more time in school districts at both the district and school level. More cooperative planning is needed to improve the training programs and the delivery of service programs.
5. There is a need to integrate preservice and inservice training through better planning. Priorities for each area need to be established to ensure a smooth flow from preservice to inservice.
6. There is a need to develop innovative inservice which will allow for "fresh" faces. The programs need to be ongoing rather than one time presentations. A series of inservice sessions built on one topic would provide more in-depth training.

B. Service Needs

1. The student's needs, not the professional available, must be considered when developing a program. Delivery of services and options for programming should not be based on available staff, but rather on each individual student's needs.

2. Districts still need to develop a single IEP for those students in SLD and SLP programs.

3. Delivery of services may need to be modified when employed in school based management systems rather than district managed systems. Principals need inservice training regarding the LLD population.

C. Professional Needs

1. There is a need to foster an atmosphere of cooperation among professionals serving the LLD population. There is a need to avoid "I am the professional" and to emphasize "We are the professionals."
2. There is a need to eliminate the hostility and anger among professionals and to encourage respect and trust.
3. There is a need to consider the competencies of the individual rather than those of a profession when assigning program responsibilities.

Issues regarding competencies were discussed in relation to training and delivery of services. Discussion centered on preservice, inservice, identification of LLD students, and program delivery.

A. Preservice

1. There is a need to provide interdisciplinary seminars, to define appropriate coursework requirements, and to train for teaming and communication with other disciplines.
2. Training programs need to strengthen coursework in the areas of language for SLD and academics for SLP.
3. Training should address delivery of services, such as itinerant, resource, full time, consultant models.
4. Training should address integration of services, including professional areas of SLD, SLP, early childhood, elementary, guidance, and vocational education.

B. Inservice

1. University personnel need to be involved with the Beginning Teacher Program.
2. Determinations need to be made regarding who can provide inservice and what should be provided to assist in the development of competencies.
3. Inservice needs to be less theory based and more practical in relation to student needs.

C. Identification of LLD students

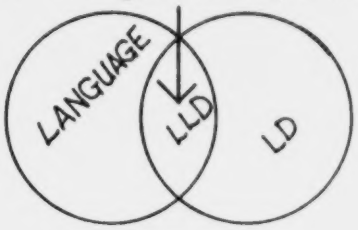
1. There is a need for psychologists to recognize and understand language, its relation to learning, and the nuances of language in psychological tests.
2. There is a need to develop better evaluation models, to delineate the various roles of evaluators, and to include more professionals in the evaluation process, as necessary.

D. Programming

1. There is a need to develop models and to relate competencies to these delivery models.
2. School personnel need to be included in the determination of competencies.
3. There needs to be an integration of various disciplines where appropriate, such as SLD, SLP, early childhood, elementary, guidance, and vocational education.

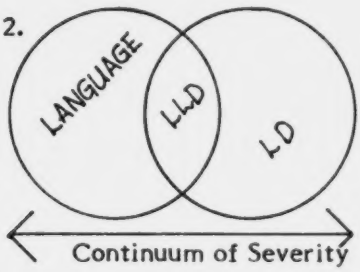
Several Models representing the LLD population were explored and the following two appeared to meet with approval of the majority of participants:

1. Range of severity is within this area.



Changes over time are "few"

2.



Strategies

Participants were assigned to groups based on university service areas as follows:

Florida Atlantic University	-	Broward Palm Beach
Florida State University	-	Bay Escambia Gadsden Leon
University of Central Florida	-	Orange Seminole Volusia
University of Florida	-	Alachua Duval

University of South Florida - Hillsborough
Lee
Manatee
Pinellas
Sarasota

The groups were charged with developing strategies that would address the identified issues and constraints, would provide increased contact and cooperation between districts and university training programs, and would lead to better programs for the language learning disabled population. Proposed strategies were presented to all participants.

A. Florida Atlantic University Service Area

1. Large districts have possibilities of developing their own task forces on language learning disabilities. How could FAU assist? FAU could analyze district programs, resources, etc. and develop commonalities across districts. These could be applied to the individual districts.
2. Districts need to translate theory into practical ideas, e.g.:
   a. operationalize criteria;
   b. identify how children change across time. NOTE: This is important to the identification of problems, as we may have been looking at the wrong things;
   c. provide inservice for psychologist, speech-language pathologists, SLD instructors, regular educators, guidance counselors, principals, and other personnel.
3. University program needs to provide the same basic knowledge for students in training from the various disciplines.
4. This service area suggested it would address the problem of a definition for language learning disabilities.

B. Florida State University

1. This area serves a large rural region with problems related to low incidence, travel, and inservice opportunities.
2. Alternative training models should be developed which would integrate SLP and SLD. This is preferable to retraining or extensive additional training. However, until the population is better defined, changes at the preservice level should be delayed or implemented gradually.
3. Activities that would provide alternatives to current training would include:
   a. regional meetings and regional inservice;
   b. summer seminars for continuing education of teachers in SLD or SLP;
   c. cooperative teaching between university departments with SLD and SLP programs;
   d. interdisciplinary diagnostic team at FSU's Regional Rehabilitation Center;
   e. joint faculty meetings for program planning and problem solving;
   f. overlap of practicum sites;
   g. visitations by instructional personnel to other programs.
4. Many changes can be made, but TEC funding will need to be improved both in amount and priorities.

C. University of Florida

1. A resource manual on LLD developed by the Task Force would be helpful. It should include a statement of philosophy and material that represents the best from the SLD and SLI resource manuals.
2. Criteria for student programs and program models should be developed.
3. The use of joint inservice for SLD and SLP is important. Inservice presentations should be done by peer teachers and university faculty.
4. An intensive (2-3 week) summer institute on language should be offered to district personnel.

D. University of Central Florida

1. Strategies at the district level are based on the fact that language and academics are tied closely together and each is taught through the other. Strategies might include:
   a. staffing pattern at elementary level: primary instructional responsibility that of the language disorders teacher with assistance from the SLD teacher regarding teaching strategies. The SLD teacher needs release time to go into the language classroom.
   b. staffing pattern at secondary level: primary instructional responsibility that of the SLD teacher with planning and instructional support from SLP and vocational education
2. Strategies at the university might include:
   a. an overlap of curricula
   b. planning of SLD and SLP courses that enhance each other
   c. more joint practica

E. University of South Florida

1. Although districts may be happy with own models, other models should be examined. Districts may wish to use or modify these other models.
2. Districts should plan more time and content for identification and evaluations.
3. Planning time for teaming should be increased.
4. With most severe students, self-contained classroom is probably the answer. Although the less severe may not need self-contained, districts should provide more assistance than what is being provided now.
5. University and districts should work together to plan demonstration programs and to obtain grant dollars.
6. School districts should provide:
   a. release time for planning and inservice
   b. financial support for time spent in planning or inservice that extends beyond the regular school day
7. University programs should:
   a. allow SLD and SLP faculties to jointly develop competencies for each other
   b. allow joint supervision of teachers in training at practica sites
   c. reinstate demonstration programs

ACTION PLANS

Districts and universities were asked to develop plans which reflect desired directions for training and program development over the next three years, beginning with the 1983-84 school year.

Participants were given an opportunity to meet in service area groups first to discuss mutual plans as appropriate. Next, participants developed action plans as distinct groups, i.e., district or university.

The plans are considered to reflect intent and are subject to modification during the next three years. Among the purposes of this activity was to provide for districts and universities an opportunity to focus on what kinds of activities were needed, available resources, and joint planning.

Guidelines were provided for content but not for a common format. The action plans which appear on the following pages follow a varied but individualized format. It is possible that in the future the Task Force will wish to revise the plans to allow for a standard reporting system.

ACTION PLAN

UNIVERSITY: FAU AND SERVICE AREA

DISTRICTS: BROWARD, PALM BEACH

OBJECTIVES	ACTIVITIES	TIMELINES	RESPONSIBILITIES	RESOURCES
A. To increase awareness at the district level of the issues discussed at this Task Force	1. a. Palm Beach will provide an informal report to Asst. Director in E.S.E. and LD Program Specialists	June, 1983	Doretha Long	
	b. Broward (joint) presentation to staff, including director, at annual planning meeting	June, 1983	Tom Ehren and Rosemary McGarry	
	2. Joint article (synopsis of TF proceedings) published in SLD and S/L Newsletter	August, 1983	Tom Ehren and Rosemary McGarry	
	3. Each district provide joint inservice to SLD and S/L for the purpose of identifying the population and related issues discussed at Task Force	Fall, 1983	Doretha, Joyce, Tom, and Rosemary	FDLRS
	4. Establish separate district Task Force (Broward and Palm Beach in collaboration with FAU)	October, 1983 Nov/Dec, 1983	Doretha, Joyce, Tom, and Rosemary	
	5. FAU, Palm Beach & Broward representatives meet and discuss information from individual task force. Develop plan	January, 1984	Jeff, Lydia, and Barbara	
	6. Publish article about LLD Task Force meeting in FDLRS newsletter			
	7. Keep accountability log of articles and inservice programs			
	8. Provide plan to State Consultants for TA visits (built around district Task Force needs)	March, 1984	Broward, Palm Beach and FAU	

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UNIVERSITY: FAU AND SERVICE AREA (Con't.) DISTRICTS: BROWARD, PALM BEACH

OBJECTIVES	ACTIVITIES	TIMELINES	RESPONSIBILITIES	RESOURCES
B. To provide effective inservice models	1. Explore possibility of Extern Program (for course credit) in cooperation with Management Academy (Broward) for district administrators: "Administrator's Renewal"	Aug.-Dec., 1984	FAU	
	2. Offer inservice in LLD overlapping areas, e.g. content curriculum using a language approach; "Say It-Write."	'83-84	Tom, Rosemary, Doretha, and Joyce	
	3. Offer special topics courses (Eval. Lang. Dis; Programmed Lang. Disordered; Language/ Learning Disabilities)	'84-85	FAU	
	4. Hold Annual Topical Conference to focus on LLD	June,'84 or'85	Jeff	
C. To improve delivery of services for LLD students in Broward and Palm Beach	1. Design research project to: a. Collect baseline data on a population sample, types of delivery, curriculum used, funding mechanisms, techniques, degree of cooperation, types of assessment	'83-84	Lydia, Barb, Tom, Rosemary, Joyce and Doretha	
	b. Disseminate to Broward and Palm Beach results of Summer PLUS, SSAT/TOAL Project	'83-84	Lydia, Barb, Keith Lydia, Barb	
	c. Task Force determines future directions for last part of 3 year plan			
	d. Continuation of Summer PLUS Program	Forever	FAU, Broward, Palm Beach	

UNIVERSITY: FAU AND SERVICE AREA (Con't.) DISTRICTS: BROWARD, PALM BEACH

OBJECTIVES	ACTIVITIES	TIMELINES	RESPONSIBILITIES	RESOURCES
D. To coordinate preservice and inservice training of LD teachers (a first step)	1. Identify FAU graduates (Bachelor and Master) working in Broward or Palm Beach	September, 1984	FAU, Broward, Palm Beach	
	2. Survey graduates' perceptions of preservice and inservice needs, or state may wish to do the same for all state universities perhaps with assistance from SARRC			
E. To involve other service area districts (not represented at this Task Force) in discussion of issues and attempts at problem solving	1. Send written synopsis of LLD Task Force to non-represented districts	June, 1984	Lydia, Barb	
	2. Disseminate to other districts results of Summer PLUS	June, 1984	Barb, Keith, Lydia	
	SSAT/TOAL		Barb, Lydia	
F. To explore interdisciplinary preservice needs of professionals serving the LLD population	1. Provide an informal report to Dean of College of Education	June, 1983	Barb, Lydia	
	2. Presentation to Dept. Chair meeting in College of Ed.	June, 1983	Jeff	
	3. Presentation to faculty in related departments (e.g. Schol Psych., Counselor Ed.)	January, 1984		
	4. Establish interdepartmental advisory committee to determine further actions	January, 1984	Barb, Lydia	

ACTION PLAN

UNIVERSITY: FSU SERVICE AREA

DISTRICTS: BAY, ESCAMBIA, GADSDEN, LEON

OBJECTIVES	ACTIVITIES	TIMELINES	RESPONSIBILITIES	RESOURCES	PARTICIPATION
1. Define population	SLI/SLD staff meet in individual districts	Fall, 1983	Individual districts	Districts	District level staff
2. Share information criteria - Dist. Proc. population	Districts Meet in Bay County	January, 1984	Districts/FDLRS	FDLRS	District level staff
3. Establish criteria					
4. Interdisciplinary preservice training	Overlapping practicum	'84-85	FSU/Districts		FSU, SLI, SLD, ESE Students
5. Personnel interaction	Visitations; Share curriculum, materials, information and concerns	Spring, '84 (March CEC)	FSU, TEC, Districts,	FDLRS	Selected SLI, SLD teachers from each district
6. Organize summer seminar for '85	Meet & Plan 1. curriculum models 2. current practices 3. FDLRS display - materials	Summer, '84	FSU, Districts, TEC, FDLRS	Districts, FSU	District level staff
7. Program evaluation	Analyzing data	'84-85	Districts, FSU, DOE		Teacher/Supervisors Consultants, FSU
8. Improve LLD services	1. Use products from seminar 2. Continued inservice	'85-86	Districts	Districts, FSU	Districts
9. Train additional personnel	Summer seminar in-service	'85-86	FSU, Districts	TEC/Tuition	Open to all interested professionals
10. Program evaluation	Analyzing data	'85-86	Districts, FSU, DOE		Teacher/Supervisors Consultants, FSU

ACTION PLAN

UNIVERSITY: UNIVERSITY OF CENTRAL FLORIDA AND SERVICE AREA

DISTRICTS: ORANGE, SEMINOLE, VOLUSIA

OBJECTIVES

1. To enhance the preservice and inservice programs to meet the needs of the LLD teachers

   A. Language clinician - academic teaching skills

   B. SLD teacher - language training

ACTIVITIES

1. Identify university students and present persons interested in teaching the LLD as early as possible and provide training at preservice and inservice levels

   A. Preservice
      1. S/L receive SLD coursework and prerequisites (total of 5 courses)
      2. SLD - require language development class and recognizing language disorders
      3. By 6/85, #2 will be implemented and evaluated
      4. By 9/85, UCF will offer a multi-disciplinary seminar including LD and S/L students
      5. Joint internship between SLD and S/L undergraduates either at the S/L clinic or in identified LLD county classrooms

   B. Inservice
      1. By 6/1/84, S/L and SLD Coordinators in 3 counties will identify existing inservice components available to train self-contained language teachers academic teaching skills and to train self-contained SLD teachers in language skills. Lists of these inservice components will be shared among the counties and UCF for joint participation

RESOURCES

1. FDLRS
2. TEC
3. Existing inservice
4. Existing university coursework

UNIVERSITY: UNIVERSITY OF CENTRAL FLORIDA
AND SERVICE AREA (con't.)

DISTRICTS: ORANGE, SEMINOLE, VOLUSIA

OBJECTIVES	ACTIVITIES	RESOURCES
	2. By 2/1/84, S/L and SLD Coordinators from 3 counties, chaired by Dona Hedrick and Marti Lue from UCF, will investigate development of Saturday workshops (possible through FDLRS) to provide specialized training in language and academics for prospective and existing LLD teachers. (This includes LD, S/L and university students.) 3. Strong suggestion of cooperative planning between SLD and S/L personnel at building level 4. Common planning for developing in-service components for training SLD and S/L personnel to implement team concept, e.g. how to communicate, how to plan together, model teams, etc.	

ACTION PLAN

DISTRICT: VOLUSIA

1. Self-contained language at the elementary level is the primary responsibility of language clinicians with assistance in teaching strategies from LD teachers; language is taught through the academic and academics taught through language - can be repeated
2. Consultant services by reciprocal discipline within self-contained model
3. Secondary LD, vocational education and SLP; primary responsibility for academics is LD. Written and oral language concepts taught by SLP through the vehicle of the academic subject. Planning period for vocational education, LD and SLP together in self-contained. Release time for an SLD teacher to go into self-contained language classroom to help that teacher with methods, materials, strategies to teach academics to LLD students.

UNIVERSITY: UCF

For undergraduates in exceptional education

LIN 3710: Foundations of language, intro to terminology of linguistics
Ability to know what a sentence is, e.g., taking language samples, word counts, morpheme counts
SPA 4402: Language Disorders
SPA 4402L: Lab

L.D.

1. For undergraduates and graduates - Orientation to Special Education
2. For undergraduates and graduates - Assessment of Exceptional Learners - taught by Exceptional Ed. Faculty and Counselor Education; WRAT, Peabody, WISC-R, Detriot
   ELD 4240
   ELD 4242
   ELD 4312
3. Four hour course - theoretical constructs of learning disabilities. Also works in training center
   Six weeks - self-contained
   Six weeks - resource
   Six weeks - learning disabled
4. Four hour curriculum adaptation - student expected to apply theory to curriculum adaptation
   After taking RED 3012, Foundations of Reading, or, in other words, basic course they have to take for certification
   Extra EEX 3241 - Methods for teaching academic skills for exceptional learners
   EEX 4601 - Behavioral methods course
   Add Seminar

ACTION PLAN

UNIVERSITY: UF AND SERVICE AREA

DISTRICTS: ALACHUA, DUVAL

1. Alachua personnel involved in development of syllabus for content and practicum for new course in consultation. It will involve teaming, interdisciplinary communications, joint planning for students needs. To be required of all students completing new 5-year program, starting fall '84.

2. Duval personnel to work with Mercer/Ross Multidisciplinary Diagnostic and Training Program (MDTP) to observe interdisciplinary program for LLD students, take back information for training others in Duval.

3. Inservice training plans to continue, expand.

4. University to be involved with districts in classroom observations of LD teachers, for purpose of developing and refining criteria for Beginning Teacher program.

ACTION PLAN

DISTRICT: ALACHUA

OBJECTIVES:

District:
1. Establish service delivery model for LLD type student
2. Develop support system for model via inservice, preservice, etc.
3. Identify target population and develop rationale for services

University:
1. Improve language-special education programming at preservice level via systemmatic course planning, course sequencing, etc.
2. Provide intern-practica placements which feature team approach involving SLD educators and language clinicians, e.g., MDTP classroom, district classes, P.K. Yonge classes
3. Provide coursework (possibly via summer institute) which combines language-learning disabilities content concerning assessment, characteristics, and interventions
4. Work cooperatively with local districts to plan both preservice and inservice programs

ACTIVITIES:

District:
1. Need to discuss objectives, responsibilities, timelines, and resources with School Board Administration
2. Plan depends upon acceptance of appropriate personnel

University:
1. University personnel and programs will be involved if district wishes to utilize their facilities
2. Joint planning and agreements - UF will contact UNF Special Ed and involve them as appropriate in Duval inservice
3. University research on specialized competencies in LD, EH, EMH and in PI/MH to include observations of exemplary teachers in district classrooms and input from teachers and supervisors, to be arranged '83-84 year

1. Task Force to develop Resource Manual on LLD child (including statement of philosophy)
2. Service Delivery Model
   - Elementary SLD/Speech-language Team
   - Middle SLD/Speech-language Team
   - High SLD with consultation by Speech language
3. Joint inservice with district SLD/Speech-language teachers
   a. Outside consultants
   b. Peer teachers/clinicians
4. Intensive summer inservice for team on language and its impact on curriculum

DISTRICT: ALACHUA (con't.)

5. University preservice plans to include
   a. Improved speech/language courses for LD teachers (9 hours now, including survey - undergrad and 2 other courses). Proteach option could be 18 hour area of emphasis in language
   b. More LD/acdemics for speech majors (need to talk to Abbott)
   c. Continued work with diagnostic classroom, to include SLP/LD teams collaborating
   d. Exploration of PK Yonge as practicuum

RESPONSIBILITIES/TIMELINES:

1.	University and District	- Planning	Year I (1983-84)
2.	District	- Identifying target population	
3.	District	- Identifying facility and personnel needs	
4.	University and District	- Organizing inservice for district personnel for 1984-85	
5.	University and District	- Joint inservice for SLD and Speech-language clinicians	
		- Placement of SLD and Speech-language interns in LLD classroom	
6.	University and District	- Intensive Summer Institute with district SLD/Speech-language clinicians	
7.	District	- Develop plan for preschool LLD class and elementary LLD class	
8.	District	- Reorganizing elementary programs	Year II (1984-85)
9.	University and District	- Continuation - ongoing inservice	
10.	District	- Identify needs in middle school populations	
11.	District	- Evaluate programs	Year III (1985-86)
12.	District	- Establish middle school program	

RESOURCES:

1. U of F Speech and Language Department
2. U of F Department of Special Education
3. Alachua or Duval County School Board
4. Alachua or Duval County Administrative Staff
5. Alachua or Duval County Teaching Staff
6. U of F. MDTP Project

ACTION PLAN

UNIVERSITY: UNIVERSITY OF SOUTH FLORIDA AND SERVICE AREA

DISTRICTS: HILLSBOROUGH, LEE, MANATEE PINELLAS, SARASOTA

OBJECTIVES	ACTIVITIES	TIMELINES	RESPONSIBILITIES	RESOURCES
A. To develop and expand interdisciplinary education and training for Speech-Language Pathologists and LD Specialists	1. Faculties will meet to identify and develop interdisciplinary coursework needs	9/83 - 6/84	Chairs, faculty, district people	Need funding in interdisciplinary lab class, for equipment and materials, for adjuncts for undergraduate program
	2. Faculties will meet to plan and initiate interdisciplinary practicum	9/83 - 6/84	Chairs, faculty, district people	
	3. Initiate new interdisciplinary Ed.S. program	9/83 - indefinite	University faculty, consultants	
	4. Set up service area meetings to discuss and plan inservice activities	9/83	S. Richardson	
B. Develop components in undergraduate/master's program in SLD, focusing on assessment of language disabilities and intervention systems	1. Department chair and faculty will meet to develop specific components and objectives	1/84	Chairs, faculty, district people	
	2. Program changes recommended to USF Program Policy Committee	2/84	Chairs, faculty, district people	
	3. Program components implemented	9/84 - 1/85	Chairs, faculty, district people	
C. Develop components in Speech-Language pathology focusing on theories of SLD and related academic curriculum areas	(Same activities as for objective B)			

ACTION PLAN

DISTRICT: HILLSBOROUGH

OBJECTIVES	ACTIVITIES	TIMELINES	RESPONSIBILITIES	RESOURCES
1. Maintain team approach - 1 class intermediate	1. Work with teachers to carry out Objectives 1-3	'83 - 84	We maintain unit	Portable, units, staff, transportation, budget, BEES data, onsite visits, Task Force sharing
2. Identify areas of curriculum		Summer, 1983	Staff develops programs and materials	
3. Identify responsibilities		Fall, 1983		
4. Develop criteria			Review criteria and consider incorporating into District Procedures	
5. Maintain team approach - consider need for additional class	2. Teachers will identify areas of concern in curriculum, resonsibilities, student progress and make recommendations	Spring, 1985		
6. Review appropriateness of curriculum and adjust accordingly	3. Teachers and supervisors confer	Summer, 1985		
7. Review results of student progress				

ACTION PLAN

DISTRICT: LEE

OBJECTIVES	ACTIVITIES	TIMELINES	RESPONSIBILITIES	RESOURCES
1. Define population, both language and academics	Local E.S.E.	'83 - 86	Local E.S.E. and BEES Staff	Local E.S.E.
2. Define delivery models being used	Local E.S.E.	'83 - 86	Local E.S.E.	Local E.S.E.
3. Define referral, identification, and staffing procedures	Local E.S.E. Determine most appropriate test instruments, especially for CA below 7	'83 - 86	Local E.S.E. with help from BEES Staff and University Staff	Local E.S.E., BEES, University
4. Provide #1-3 to other counties	Send to BEES to distribute Meet as University group to discuss progress and needs	August, 1983 Fall, 1983	Local E.S.E. with BEES and University Staff	
5. Develop plans for setting teacher responsibilities in team programs	Develop team-building skills	'83 - 84	Local E.S.E. with help from BEES and University Staff	Local E.S.E., BEES, University
6. Delineate specific inservices needs	Input from teachers, Coordinators, consultants Talk to University staff regarding needs after reviewing county wide inservice proposals	August, 1983		
7. Pre- and post-test all students in language and academic areas		On-going		
8. Expand programs as identification indicates need		'84 - 86		
9. Modify programs/teacher responsibilities as experience indicates need	Input from teachers, Coordinators, BEES. '84-85 State Task Force to discuss programs and identify competencies for teachers. Share program effectiveness with other districts.	On-going November, 1984 November, 1985		

ACTION PLAN

DISTRICT: MANATEE

OBJECTIVES	ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	ACCOMPLISHED
1. Review current SLI classroom model	1. a. Provide orientation to new SLD teacher in SLI Program.	District Procedures	ESE Coordinator	August, 1983	8/31/83
	b. Review current criteria and caseload	District Procedures, caseload data	ESE Coordinator SLI Teachers	August, 1983	8/31/83
	c. Assess current program, inservice and parent education needs	SLI Teachers	SLI Teachers	September, 1983	8/31/83
2. Assess overall needs of LLD population, mild to severe	2. a. Review current delivery models	District Procedures, School Programs	ESE Coordinators (Speech/Language, SLD)	November, 1983	
	b. Determine size of current LLD population	Caseload Summaries	ESE Coordinator	November, 1983	
	c. Meet with speech-language staff to discuss		ESE Coordinator	November, 1983	
	d. Meet with secondary speech-language pathologists to assess secondary needs		ESE Coordinator	November, 1983	10/14/83
	e. Meet with SLD Coordinator and District Administrator		ESE Coordinator	November, 1983	
	f. Develop delivery models, criteria		ESE Coordinator	December, 1983	

DISTRICT: MANATEE (con't.)

OBJECTIVES	ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	ACCOMPLISHED
3. Provide Inservice	3. a. Define inservice needs for SLI teachers		ESE Coordinator SLI Teachers	September, 1983	10/31/83
	b. Schedule joint language and SLD inservice on team planning and services to LLD population	Barbara Ehren Rhonda Work	ESE Coordinator and FDLRS	November, 1983	
	c. Inservice psychologists on language disorders and assessment	Barbara Ehren	ESE Coordinators and FDLRS	November, 1983	
	d. Inservice teachers on IEP development		ESE Coordinators and FDLRS	November, 1983	
4. Identify program needs and delivery models for middle school LLD students	4. a. Committee of middle school clinicians to discuss identification, assessment and therapy needs		ESE Coordinator to schedule and monitor	March, 1984	
5. Develop procedures for evaluation of programs and student gain	5. a. Meet with clinicians b. Develop Procedure		ESE Coordinator	March, 1984	
6. Develop parent education component	6. a. Meet with SLI teachers b. Send parent survey c. Fund through parent resource d. Develop and implement		ESE Coordinator	January, 1984	
7. Recommend unit needs for 1984-85	7. a. Meet with clinicians b. Review identification and unit need data		ESE Coordinator District Administrator		

DISTRICT: MANATEE (con't.)

OBJECTIVES	ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	ACCOMPLISHED
8. Expand SLI Program to include a primary and intermediate elementary class	8.a. Identify students for intermediate class b. Select teachers and school facility c. Orientation to staff		ESE Coordinators	September, 1984	
9. Begin models for severe LLD students at the middle school	9. a. Meet with teachers, SLD coordinator, psychologists, District Administrator to assess needs, students, location, etc.		All Involved	September, 1984	

NOTE: This plan is a subset of the total plan and outlines our plan to evaluate and improve services for middle school LLD students

DISTRICT: MANATEE (con't.)

OBJECTIVES	ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	ACCOMPLISHED
1. Review current program and determine needs	a. ESE Coordinator and secondary clinicians to meet to discuss and plan		ESE Coordinator to schedule	10/15/83	10/14/83
	b. Summarize current caseload by number and type	Caseload summaries	ESE Coordinator	10/31/83	
2. Identify number of students unserved	a. Screen all middle school SLD, EH students	a. CELF-advanced screening	School Speech-language pathologist; team of 2 when possible	12/15/83	
	b. Evaluate students as indicated; (evaluate all EMH also to assess all needs)	b. CELF, TOLD-I, TOAL, WORD Test "Let's Talk"	School Speech-language pathologist	3/31/84	
3. Order assessment instruments	a. Send CELF-Advanced screening test to Deb and Pat		ESE Coordinator	10/31/83	10/15/83
	b. Provide TOAL and CELF to all secondary speech-language pathologists		ESE Coordinator	10/31/83	10/14/83
	c. Order WORD Test for Deb, Joy, Pat, Eileen, Jan		ESE Coordinator	10/31/83	
	d. Order "Let's Talk Inventory" for Deb, Joy, Pat, Bernie, extra		ESE Coordinator	10/31/83	

DISTRICT: MANATEE (con't.)

OBJECTIVES	ACTIVITIES	RESOURCES	PERSON	TIMELINE	ACCOMPLISHED RESPONSIBLE
4. Provide appropriate language materials	a. Discuss current materials	Suggested materials list	ESE Coordinator	10/14/83	10/14/83
	b. Get list of suggested materials used in other districts	Sarasota, Orange, Pinellas, Broward Counties	ESE Coordinator	10/31/83	
	c. Order materials		ESE Coordinator	11/15/83	
	d. Provide copies of handouts collected to secondary speech-language pathologists		ESE Coordinator	10/31/83	
	e. Request copies of Project Adolang for secondary speech-language pathologists	DOE	ESE Coordinator	10/31/83	10/31/83
5. Educate teachers about language problems in secondary students	a. Begin working more directly and establishing rapport with teachers; increase visibility		School Speech-language pathologist	10/31/83	
	b. Assess current understanding of teacher's understanding of language disorders; use survey form		Janetta to develop survey; office to print; speech-language pathologists to distribute	10/31/83	
	c. Develop in-service activity on secondary language disorders	Books, journals, FDLRS, ESE Coordinator	Committee: Deb E., Dian N., Janetta L.		

DISTRICT: MANATEE (con't.)

OBJECTIVES	ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	ACCOMPLISHED
	d. Modify IEP procedure to meet intent; team plan; pre-staff	School staff	School Speech-language Pathologist; ESE Coordinator to review with other Coordinators	10/31/83	
	e. Speech-language involvement in all child-study teams; initiate at Sugg Middle School		School Speech-language pathologists; ESE Coordinator to promote	10/31/83	
6. Revise eligibility criteria	a. Assess diagnostics tests available and correlation	Test results	Middle School speech-language pathologists/ Sue Tippery	3/31/84	
	b. Collect eligibility criteria from other districts		ESE Coordinator	3/31/84	
	c. Discuss with State Consultant and other professionals	Rhonda Work Barbara Ehren Sharon Comkowycz Marilyn Sharbaugh	ESE Coordinator	3/31/83	
	d. Rewrite criteria	Other criteria and information gathered	ESE Coordinator/ Secondary Speech-language Pathologists	5/31/83	
7. Determine delivery systems and unit needs	a. Collect data on students identified as needing services		Speech-language pathologists to send to ESE Coordinator	5/1/84	
	b. Identify a model for service delivery		Committee	5/15/84	
	c. Request needed units		ESE Coordinator	5/31/84	

ACTION PLAN

DISTRICT: PINELLAS

OBJECTIVES:

1. To assist SLD teachers and Language teachers to plan jointly for the educational programming of LLD students
2. To assist SLD teachers and Language teachers in deciding which educational plan is most appropriate for each identified student:
   (a) joint planning and coordination but separate instruction
   (b) joint planing, coordination, instruction
3. To work with universities to change teacher training programs so that:
   (a) SLD teachers may receive more language training
   (b) Speech Pathologists may receive training in curriculum and instruction
4. Select population to be served and write appropriate criteria and procedures for selection
5. To spend 1983-84 planning to set up two classes of LLD students taught jointly by both SLD teachers and Language teachers

ACTIVITIES:

1. Plan inservice for a cadre of teachers from both disciplines (20: 10 SLD and 10 LSH)
2. Select university personnel who can assist in inservice
3. Examine currently identified students in both programs to determine if currently used diagnostic measures are appropriate
4. Select diagnostic instruments for identification for LLD students
5. Train teachers in diagnostic assessments
6. Write process and procedures for identification
7. Team building to identify competencies
8. Team building so that joint planning, coordination, and instruction can take place appropriately
9. Select curriculum and materials
10. Determine strengths and competencies of individuals involved; let teacher teams decide on individual responsibilities
11. Delineate curriculum needs for general population levels (3-5, 6-8, 9-12)

DISTRICT: PINELLAS (con't.)

TIMELINES/RESPONSIBILITIES/PERSONNEL:

Legend: S - Supervisors (SLD/LSH)
U - University Personnel
T - Selected Teachers

Summer of '83

S (1) Write a philosophy
S (2) Select tentative teachers list for SLD/Language
S (3) Select inservice components
SU (4) Select inservice personnel
S (5) Write timelines for inservice

First Semester

S (1) Continue review of identified students
S (2) Sample testing of students in both areas already identified
S (3) Select diagnostic instruments
S (4) Meet at least once with surrounding counties to brainstorm, plan, and coordinate

Second Semester

STU (1) Institute inservice on team building for targeted teacher population
ST (2) Write identification, referral, evaluation, and placement procedures
STU (3) Institute inservice for targeted teacher population on identification and evaluation
STU (4) Delineate curriculum needs for CA 6-8 group
S (5) Request 4 units from District Administrators
SU (6) Meet with surrounding counties at least one time

ACTION PLAN

DISTRICT: SARASOTA

OBJECTIVES	ACTIVITIES	TIMELINES	RESPONSIBILITIES	RESOURCES
A. Develop philosophy 1. Target population 2. Delivery models		'83 - 84	LSH/SLD Program Specialists	
B. Develop program guide 1. Resource manual 2. Curriculum		'83 - 86	LSH/SLD Program Specialists	
C. Program-wide integration	Inservice	'84 - 86	LSH/SLD Program Specialists	TEC, FDLRS, Universities
D. Select personnel				

SUMMARY AND RECOMMENDATIONS

Dr. Jim Leigh opened the final session of the Task Force by summarizing some common ideas that emerged from the group's deliberations. These are reflected in the following statements:

- There is a shared concern about what to do for prekindergarten LLD children; a good option appears to be the transitional classroom model.
- Language should be emphasized at the earlier ages; the Speech-language pathologist should have the major role at this age level.
- Skills strategies and coping skills should be emphasized at the later ages; the SLD teacher should have the major role here.
- The more severely impaired should be in full time programs and the less severely impaired in resource models.
- There is a need to broaden the range of service options across both age and grade level.
- There is a need for planning and consultation time.
- Rooms assigned for SLD and SLP should be in close proximity of each other to encourage contact and more planning time.
- Exchange visits by SLD and SLP personnel to each others' room would provide for program information sharing and materials and activities exposure.
- There is a need for more flexibility in preservice and inservice training.
- There is a need for more inservice training.

The Task Force identified needs and indicated that they should serve as recommendations. Therefore, there is a need to:

- further define and refine the evaluation process. This process must be multidisciplinary in nature. The child study team approach is appropriate when determining needs of the milder LLD student;
- identify and select appropriate test instruments and to establish cut off scores for the LLD population;
- share district criteria among all districts. The Task Force should examine the various criteria and develop guidelines for establishing criteria;
- evaluate the effect of the funding mechanism (FTE) on program delivery systems. If necessary, modifications to the funding formula should be developed and proposed;
- examine curriculum issues and identify technical assistance approaches as well as resources for use by the districts;
- revisit the IEP process and determine how it can be done better so that the process truly becomes an interactive one;
- identify and discuss avenues for providing more planning and consulting time;
- share student gains and look at student progress. An instrument should be developed to measure student progress beyond what is done in the regular assessment process; and
- provide inservice for all professionals involved with the LLD population. Issues regarding teaming and planning need to be addressed.

The Task Force strongly recommended a meeting in the spring or no later than the fall of 1984. The purposes would be to develop program criteria, identify appropriate evaluation procedures, and identify appropriate curricula. School psychologists and LLD teachers should be invited to participate in the next Task Force meeting.

Representatives from reading, preschool and early childhood, and motor disabilities might be included. Members of the Task Force were extremely positive about the success of the meetings and felt the impetus should not be lost as there is still much to be done.

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FLORIDA DEPARTMENT OF EDUCATION

DIVISION OF PUBLIC SCHOOLS

BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

LANGUAGE LEARNING DISABILITIES TASK FORCE

COMPILATION OF SELECTED INFORMATION FROM SCHOOL DISTRICTS

1. STAFF EMPLOYED IN PROGRAMS

DISTRICT	SPECIFIC LEARNING DISABILITIES	SPEECH LANGUAGE IMPAIRED	LANGUAGE LEARNING DISABILITIES	LANGUAGE IMPAIRED	VARYING EXCEPTIONALITIES
Alachua		27		1	70
Bay	38	12		3	
Broward	409 (includes VE)	180		8	
Duval	(Includes VE) 183	86	2		
Escambia	85	42	4	1	
Gadsden	3	9		1	21
Hillsborough	229	80	1		
Lee	175	20	6		
Leon	38	24	1	4	9
Manatee	52.5	23	2		
Orange	166	61	1	3	
Palm Beach	180	58	11		
Pinellas	146	94		14	
Sarasota	38	26			
Seminole	65	39			
Volusia	107	33		6	
TOTAL	1914.5	814	28	46	100

2. STUDENTS CURRENTLY SERVED IN PROGRAMS

District	Delivery Model	Specific Learning Disabilities	Speech Language Impaired
Alachua	A. Itinerant (0 - 5 hours)	635	1225
	B. Resource (6 - 12 hours)		
	C. Self-Contained (over 12 hours)	59	8
	TOTAL	694	1233
Bay	A. Itinerant (0 - 5 hours)	547	761
	B. Resource (6 - 12 hours)	80	16
	C. Self-Contained (over 12 hours)	45	16
	TOTAL	672	793
Broward	A. Itinerant (0 - 5 hours)	4024	8500
	B. Resource (6 - 12 hours)		50
	C. Self-Contained (over 12 hours)	1459	--
	TOTAL	5483	8550
Duval	A. Itinerant (0 - 5 hours)	2000	5112
	B. Resource (6 - 12 hours)	721	0
	C. Self-Contained (over 12 hours)	749	10
	TOTAL	3470	5122
Escambia	A. Itinerant (0 - 5 hours)	0	2079
	B. Resource (6 - 12 hours)	1408	0
	C. Self-Contained (over 12 hours)	303	44
	TOTAL	1711	2123
Gadsden	A. Itinerant (0 - 5 hours)	0	412
	B. Resource (6 - 12 hours)	283	2
	C. Self-Contained (over 12 hours)	34	10
	TOTAL	317	424
Hillsborough	A. Itinerant (0 - 5 hours)	3950	4000
	B. Resource (6 - 12 hours)		0
	C. Self-Contained (over 12 hours)	173	72
	TOTAL	4130	4072
Lee	A. Itinerant (0 - 5 hours)	0	1600
	B. Resource (6 - 12 hours)	850	35
	C. Self-Contained (over 12 hours)	998	0
	TOTAL	1848	1635

2. STUDENTS CURRENTLY SERVED IN PROGRAMS (continued)

District	Delivery Model	Specific Learning Disabilities	Speech Language Impaired
Leon	A. Itinerant (0-5 hours)	589	974
	B. Resource (6-12 hours)		
	C. Self-Contained (over 12 hours)	47	42
	TOTAL	636	1016
Manatee	A. Itinerant (0 - 5 hours)	0	1010
	B. Resource (6 - 12 hours)	993	9
	C. Self-Contained (over 12 hours)	237	0
	TOTAL	1230	1019
Orange	A. Itinerant (0 - 5 hours)	2656	3200
	B. Resource (6 - 12 hours)		26
	C. Self-Contained (over 12 hours)	579	51
	TOTAL	3235	3277
Palm Beach	A. Itinerant (0 - 5 hours)	300	2800
	B. Resource (6 - 12 hours)	2000	0
	C. Self-Contained (over 12 hours)	350	70
	TOTAL	2650	2870
Pinellas	A. Itinerant (0 - 5 hours)	1580	4297
	B. Resource (6 - 12 hours)	1000	507
	C. Self-Contained (over 12 hours)	220	167
	TOTAL	2800	4971
Sarasota	A. Itinerant (0 - 5 hours)	406	1075
	B. Resource (6 - 12 hours)	343	45
	C. Self-Contained (over 12 hours)	120	0
	TOTAL	869	1117
Seminole	A. Itinerant (0 - 5 hours)	0	1750
	B. Resource (6 - 12 hours)	1246	40
	C. Self-Contained (over 12 hours)	225	100
	TOTAL	1471	1890
Volusia	A. Itinerant (0 - 5 hours)	0	1400
	B. Resource (6 - 12 hours)	1415	0
	C. Self-Contained (over 12 hours)	200	50
	TOTAL	1615	1450
	GRAND TOTAL	32,831	41,562

3. ESTIMATES OF STUDENTS ENROLLED IN BOTH SLD AND SLI PROGRAMS

District	Students
Alachua	--
Bay	25
Broward	950
Duval	552
Escambia	156
Gadsden	40
Hillsborough	500
Lee	325
Leon	90
Manatee	325
Orange	550
Palm Beach	243
Pinellas	755
Sarasota	385
Seminole	--
Volusia	300
TOTAL	5196

4. DISTRICT DESCRIPTION OF SPECIAL CLASSES FOR LANGUAGE LEARNING DISABLED

District	Class Name	Units Assigned	Levels
Alachua	None		
Bay	Language Disorders	3	PreKindergarten, Kindergarten, Primary
Broward	Severely Language Impaired	8	Kindergarten, Primary, Intermediate
Duval	Severely language impaired	1	Pre-kindergarten, Kindergarten
Escambia	Language disorders Language learning disabilities Specific learning disabilities	1 1 1	Kindergarten - Primary Middle/Junior High
Gadsden	Severely language impaired	1	Primary and Intermediate
Hillsborough	Language learning disabilities Severely language impaired	1 1 1 3	Intermediate Prekindergarten Kindergarten Primary
Lee	Communication disorders	1 1 1	Primary Intermediate Middle/Junior High
Leon	Preschool language disordered Severely language disordered	4 1	Prekindergarten Kindergarten - Primary
Manatee	Severely language impaired	1	Primary
Orange	Severely language impaired	2 4 3	Prekindergarten Primary Intermediate
Palm Beach	Language disorders	5 1	Primary Intermediate
Pinellas	Severely language impaired Learning disabilities	2 7 5 18	Primary Intermediate Middle/Junior High K-5

4. DISTRICT DESCRIPTION OF SPECIAL CLASSES FOR LANGUAGE LEARNING DISABLED (continued)

District	Class Name	Units Assigned	Levels
Sarasota	Not applicable		
Seminole	Language disorder	1.5	Prekindergarten
		5.5	Primary
		9	Intermediate
	Learning disabilities	8.4	Middle/Junior High
		.6	High School
Volusia	Severe language disorders	2	Prekindergarten - K
		2	Primary
		2	Intermediate
	Learning disabilities	3	Primary
		7	Intermediate
TOTAL		119	

6. PROJECTED SPECIAL CLASS NEEDS

District	1983-84	1984-85	1985-87
Alachua		1	
Bay	2	1	2
Broward			
Duval	1	2	3
Escambia	3	2	2
Gadsden	1	1	
Hillsborough	1	2	
Lee		2	1
Leon	1		
Manatee			
Orange	1	3	3
Palm Beach	2	2	2
Pinellas		2	4
Sarasota	1		
Seminole	1		
Volusia	3		
TOTAL	17	18	17

5. STAFFING PLAN FOR SPECIAL CLASSES

District	SLD Teacher	SL Clinician	Team	Other
Alachua				
Bay		3		3 Aides
Broward		6	3	
Duval		1		
Escambia		1	2	
Gadsden			1	1 Aide
Hillsborough			1	5 SL Clinicians and Early Childhood or Elementary Teacher Teams
Lee			3	
Leon		4		1 SL Clinician and ESE Teacher Team
Manatee			1	
Orange		7		2 SL and SLD or Elementary Education Teams
Palm Beach			6	
Pinellas	18	14		
Sarasota				
Seminole				
Volusia	10	7		
TOTAL	28	43	17	12

7. TEACHER EDUCATION CENTER FUNDED INSERVICE (1981-83)

District	Consultant	Topic
Alachua		
Bay	Barbara Ehren Margi Berbari Inia Jean Plumb	Language Learning Disabled
Broward	Barbara Ehren Dan McLowery Wendy Cheney	
Duval	Carol Jo Hardiman Linda Lombardino Lynne Raiser Rex Schmidt Lynne Raiser Clint Van Nagel Lynne Raiser Lynne Raiser Lynne Raiser	Diagnosis of Communication Disorders Diagnosing and Remediating Language Disorders Training Utilization of Classroom Teachers Aides Hip Pocket Management Policy Aides in the SLD Classroom Fourth Annual Conference on Learning Disabilities Creative Teaching Ideas The Paraprofessional Role in the SLD/EH Classroom Teacher Aides Inservice on Discipline
Escambia	Rasamma Nyberg R. E. Stone, Jr. Bill Evans	 Fluency for Stutterers Sharpening Skills in Precision Teaching
Gadsden	James Ysseldyke Renee Herman Barbara Ehren James Kemp	Diagnosis and Evaluation of SLD Herman Reading Program Identification and Program Planning for LLD Students Diagnostic Procedures and Language Sampling
Hillsborough	Alice Koontz Mary Lee Enfield Victoria Green Sylvia Richardson Dan McClowry	Techniques for Implementing Orton-Gillingham Project READ Project READ The LLD Child Language Stimulation for the Young Handicapped Child
Lee		
Leon	Barbara Ehren Inia Jean Plumb James Kemp Joseph Torgeson Rene Herman	Language-LD Connection Language-LD Connection Testing and Therapy for Language Disordered Auditory Memory Reading Remediation Herman Reading Program

7. TEACHER EDUCATION CENTER FUNDED INSERVICE (1981-83) (continued)

District	Consultant	Topic
Manatee	Sylvia Richardson	Language and Learning Disabilities
	Barbara Ehren	Assessment and Intervention
	Barbara Ehren	Intervention of Secondary Students with Language Disabilities
	Patty Smith	Workshop and Individual Consultation on Nonvocal Students, Assessment, Team Approach, Communication Boards
	Diane Penn	Music Therapy for the Language Impaired
	Donna McClelland	High Scope Language Curriculum
	Albert Brigance	Brigance Inventory
	Mary Lee Enfield	Project READ
Orange	Anita Humfleet	High Scope Training
	Carol Prutting	Pragmatics, Assessment and Remediation
	Steven Carson	Learning Strategies
Palm Beach	Barbara Ehren	Language Therapy Techniques
Pinellas	Arthur Guilford	Pragmatics
	Sylvia Richardson	Language Learning Disorders
Sarasota	Mary Lee Enfield	Project READ
	Victoria Green	Project READ
	Kent Hamilton	Project IMPRESS
	Education Research Foundation	SLI High School Curriculum
Seminole	Barbara Ehren	Language Learning Disabilities
	Dona Lea Hedrick	Pragmatics
Volusia	Barbara Ehren	Language Learning Disabilities
	Doris Johnson	Reading and Language Disorders
	Dorothy Aram	Developmental Apraxia
	Joan Akers	Pragmatics

8. ELIGIBILITY CRITERIA FOR SPECIAL CLASSES

District	Document Submitted
Alachua	
Bay	District Procedures
Broward	District Procedures
Duval	Eligibility Criteria for Severely Language Impaired
Escambia	Language and Speech Impaired Specific Learning Disabilities
Gadsden	Severely Language Impaired
Hillsborough	Language Impaired & Learning Disabled
Lee	Procedures for the Provision of a Commmunicative Disorder Program for Severely Language Impaired Students Procedures for Provision of Program for Specific Learning Disabilities
Leon	Eligibility for Pre-K Language Disordered Class
Manatee	District Procedures for Severely Language Impaired
Orange	Moderately to Severe Language Disabled Program
Palm Beach	Speech and Language Impaired: Language Disorders (Severe)
Pinellas	Instructional Program for the Severely Language Impaired; Specific Learning Disabilities
Sarasota	
Seminole	District Procedures, Specific Learning Disabilities District Procedures, Speech, Hearing and Language
Volusia	Instructional Program for the Severely Language Impaired Instructional Program for Specific Learning Disabilities

9. DISTRICT PHILOSOPHY AS IT RELATES TO SPECIAL CLASSES

District	Response
Alachua	
Bay	District Procedures
Broward	District Procedures
Duval	District procedures excerpt
Escambia	There is no written philosophy specific to the language/SLD combine classes
Gadsden	Severely Language Impaired students are provided a range of services to meet their individualized language and academic needs. A speech/language clinician in conjuntion with instruction/consultation with the SLD teacher develops and implements each student's program.
Hillsborough	In process of development. Will include eligibility requirements, pre-referral intervention strategies, regular classroom modifications, and parent involvement.
Lee	See Procedures for the Provision of a Communicative Disorders Program for Severely Language Impaired Students.
Leon	Being developed
Manatee	Refer to district procedures document, Speech and Language Impaired
Orange	District Procedures
Palm Beach	Same as for all speech and language impaired
Pinellas	Will be developed 1983 - 84
Sarasota	To be developed
Seminole	See district procedures document
Volusia	See district procedures document

10. CURRICULA USED IN SPECIAL CLASSES

District	Response
Alachua	
Bay	None Adopted
Broward	Say It-Write
Duval	District procedures excerpt
Escambia	At this time there is no adopted curriculum.
Gadsden	At this time students in the SLI class follow the Gadsden County Pupil Progression Plan except as to required level of achievement which is determined by their IEP. Participation in State Minimum Standards and appropriate grade level exit skills are incorporated into the program. A variety of commercial and teacher made materials are utilized in the SLI class.
Hillsborough	Curriculum will be jointly developed by the SLD and SL departments.
Lee	See district procedures excerpt
Leon	Curriculum being developed.
Manatee	See district procedures excerpt.
Orange	High Scope Cognitively Oriented Curriculum
Palm Beach	Source Book of Language Learning Activities
Pinellas	See district procedures document
Sarasota	To be developed
Seminole	Language Program - A Curriculum Guide for Developing Minimal Standard Skills
Volusia	See district procedures excerpts

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Appendix B

FLORIDA DEPARTMENT OF EDUCATION

DIVISION OF PUBLIC SCHOOLS

BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

LANGUAGE LEARNING DISABILITIES TASK FORCE

COMPILATION OF SELECTED INFORMATION FROM UNIVERSITIES

1. STAFF EMPLOYED IN PROGRAMS

University	Specific Learning Disabilities		Speech-Language Pathology	
	Regular Faculty	Adjunct Faculty	Regular Faculty	Adjunct Faculty
Florida Atlantic University	3	1 (field supervision)	-	-
Florida State University	3	2	7	4
University of Central Florida	3	2	3	2
University of Florida	3	0	14	7
University of South Florida	4	4	14	4
TOTAL	16	9	38	17

2. CREDIT HOURS

University	Specific Learning Disabilities								Speech-Language Pathology							
	Required		Elective		Practicum *		Internship*		Required		Elective		Practicum *		Internship*	
	BA	MA	BA	MA	BA	MA	BA	MA	BA	MA	BA	MA	BA	MA	BA	MA
Florida Atlantic University	upper div. 74	35-38	12	3-6	312	270 h	15 w.	15 w.	-	-	-	-	-	-	-	-
Florida State University	120	33	20	15	400	375h	NA	15w	120	49	15	6	50h	250 h	NA	9-12 credits
University of Central Florida	123	33	-	-	x	15x	1 yr	15w	128	48	24	0	2 sems.	4-10w	0	16 w 8 w. (summer)
University of Florida	NA	BA+ 36	NA	6-12	NA	6w	NA	120 h each (for 2 required)	124	45	30	24* *available	0	11w	0	N/A
University of South Florida	120	36	NA	3	225-300h	215-245h	15w	15w	NA	150	NA	10	NA	300	NA	1 sem

* NOTE: h = hours
w = weeks

3. TEACHER EDUCATION SPONSORED ACTIVITIES

University	Consultant	Topic
Florida Atlantic University	Dr. Barbara Ehren (SLD) Dr. Lydia Smiley (SLD)	Involvement too extensive to list. Areas of Bilingual Education, General Education and Learning Disabilities
Florida State University	(SLD) Four or five faculty (SLP)	Consultation and periodic workshops. Workshops, usually on school age language problems
University of Central Florida	Marti Lue (SLD) Janice Midgett (SLD) Judy Olsen (SLD) Dr. Rick Bollinger (SLP) Dr. Dona Hedrick (SLP) Dr. Harold Utt (SLP)	Inservice training to regular and special educators in various areas of exceptionalities. Workshops in adjacent counties Workshops in adjacent counties Workshops in adjacent counties
University of Florida	(SLD) L.J. Lombardino (SLD) P.J. Mutch (SLD) T.W. Robinson (SLD)	Response to requests as needed. Consultations and workshops throughout Florida " " " " " " " " " "
University of South Florida	Sylvia Richardson (SLD) Arthur Guilford (SLD) Suzanne Daly (SLD) (SLL)	Diagnosis and treatment of infant, preschool and school age language disorders Average of two workshops per semester

4. COURSES RELEVANT TO LLD

University	Specific Learning Disabilities	Speech-Language Pathology
Florida Atlantic University	EEX 4221 - Assessment of Exceptional Students EEX 6225 - Profiling of the Exceptional Individual EEX 6121 - Teaching Language to the Exceptional Individual ELD 6115 - Theories and Characteristics of the Learning Disabled Individual ELD 6116 - Designing Programs for the Learning Disabled Individual EEX 5936* - Evaluation of Language Disordered EEX 5936* - Language/Learning Disabilities in Adolescents ELD 4301 - Educational Programming for the Learning Disabled ELD 4011 - Introduction to Learning Disabilities ***Special Topics Category**	NA
Florida State University	ELD 4050 - Introduction to Specific Learning Disabilities EEX 4212 - Educational Diagnosis for Exceptional Children EEX 4223 - Individualized Educational Planning DEP 3103 - Child Psychology EEX 4230 - Individualizing Instruction for Exceptional Children SPA 3001 - Survey of Communication Disorders LIN 3701 - Oral Language Development RED 5546 - Diagnosis of Reading Disabilities RED 5548 - Correction of Reading Disabilities	LIN 3200C - Fundamentals of Phonetics LIN 3710 - Oral Language Development SPA 3001 - Survey of Communication Disorders SPA 3201 - Intro to Articulation Disorders SPA 3520 - Theories and Practice of Clinical Intervention SPA 4323 - Hearing Management I SPA 4336 - Intro to Sign Language Systems SPA 4404 - Children's Language Disorders SPA 4551 - Diagnostic Procedures in Speech Path & Audiology SPA 4555 - Clinical Methods in the Schools SPA 5106 - Neural Processes and Perception SPA 5204 - Articulation Disorders SPA 5230 - Developmental Motor Disorders of Speech SPA 5322 - Aural Rehabilitation SPA 5423 - Hearing Management II SPA 5407 - Language Disorders SPA 5410 - Aphasia SPA 5553 - Advanced Diagnostic Procedures in Speech Path SPA 6231r - Seminar in Neuropathologies SPA 6841r - Seminar in Language

4. COURSES RELEVANT TO LLD (continued)

University	Specific Learning Disabilities	Speech-Language Pathology
University of Central Florida	EEX 3010 - Orientation to Special Education EEX 3102 - Language Development and Common Disorders EEX 3221 - Assessment of Exceptional Learners EEX 3263 - Arts & Sciences for the Exceptional Student EEX 4240 - Techniques for the Exceptional Adolescent/ Adult EEX 4601 - Introduction to Behavioral Management EEX 5051 - Exceptional Children in the Schools EEX 5105 - Educational Implications for the Speech and Language Disorders of Exceptional Children EEX 5215 - Psycho-educational Appraisal of Exceptional Children ELD 4240 - Teaching the Learning Disabled ELD 4242 - Program Planning for Specific Learning Disabilities ELD 6112 - Foundation and Diagnosis of Learning Disabilities ELD 6304 - Management and Teaching Strategies for the Learning Disabled Student ELD 6944 - Diagnostic Lab PET 4601 - Motor Development: Mobilitation and Remediation for Exceptional Students	LIN 3710 - Foundations of Language LIN 3710L - Foundation of Language (lab) SPA 4402 - Communicative Disorders: Language SPA 4402L - Communicative Disorders: Language Laboratory SPA 4932 - SPA 3101 - Physiological Bases of Speech and Language SPA 3112 - Basic Phonetics SPA 3112L - Basic Phonetics Laboratory SPA 4201 - Communicative Disordrs: Articulation SPA 4030 - Basic Audiology SPA 5553 - Differential Diagnosis in Speech and Language SPA 5553L - Differential Diagnosis in Speech and Language Laboratory SPA 6410 - Language Problems in Adults SPA 6403 - Advanced Studies in Communicative Disorders: Language SPA 5307 - Differential Diagnosis of Auditory Disorders

4. COURSES RELEVANT TO LLD (continued)

University	Specific Learning Disabilities	Speech-Language Pathology
University of Florida	EEX 6521 - Organization and Program Planning in Special Education EEX 6246 - Data Managed Instructional Decisions ELD 6947 - Laboratory: Evaluation in Special Education EEX 6883 - Clinical Teaching: Basic Academic Skills ELD 6112 - Foundations in the Field of Specific Learning Disabilities ELD 6936 - Seminar: Current Literature in Specific Learning Disabilities Six hours in Speech and Language Internship and Practica	LIN 2701 - Intro to Psycholinguistics LIN 2711 - Phonetic Theory LIN 3200 - Phonetic Transcription LIN 3700 - Language and the Brain SPC 2330 - Intro to Nonverbal Communication SPC 3250 - Language and Thought SPA 3001 - Survey of Communication Disorders SPA 3101 - Speech Anatomy and Physiology SPA 4121 - Speech Perception SPA 4201 - Speech Pathology I: Articulation and Voice SPA 3102 - Fundamentals of Hearing SPA 4228 - Speech Pathology II: Stuttering and Aphasia SPA 4362 - Auditory Training and Speechreading SPA 4404 - Language Development & Disorders SPA 4141 - Lab: Materials, Methods and Law in Speech Pathology & Audiology in Public Schools SPA 5525 - Lab I: Behavior Modification LIN 5715 - Language Acquisition SPA 5403 - Language Disorders I (Birth through 3 years) SPA 5404 - Language Disorders II (3 years - adolescence) SPA 5553 - Lab II: Principles of Diagnosis and Appraisal SPA 5202 - Articulation Disorders SPA 6410 - Neurogenic Communication Disorders SPA 5108 - Speech Physiology SPA 6327 - Aural Rehabilitation SPA 5381 - Manual Communication SPA 5423 - Speech & Language for the Hearing Impaired

4. COURSES RELEVANT TO LLD (continued)

University	Specific Learning Disabilities	Speech-Language Pathology
University of Florida (con't.)		SPA 6445 - Seminar in Parent-Child Interactions and Communication Development SPA 6407 - Lab: Grammatical Language Analysis SPA 6204 - Lab: Articulation Disorders SPC 7190 - Seminar: Communication Processes and Disorders LIN 6716 - Seminar: Language Acquisition SPA 6411 - Seminar: Childhood Aphasia & Autism

4. COURSES RELEVANT TO LLD (continued)

University	Specific Learning Disabilities	Speech-Language Pathology
University of South Florida	EDG 6931 - Supervised Practicum in Specific Learning Disabilities EEX 4221 - Educational Assessment of Exceptional Students EEX 3010 - Introduction to Special Education EEX 4240 - Education of the Exceptional Adolescent and Adult EEX 4940 - Internship EEX 4936 - Senior Seminar EEX 6010 - Survey of Trends and Issues in Special Education EEX 6201 - Advance Psychoeducational Assessment of Exceptional Students EEX 6222 - Educational Strategies for the Adolescent Exceptional Student EEX 6732 - Consultation with Professionals and Parents of Exceptional Students EEX 6939 - Seminar in Integrating Exceptional Students in Regular Educational Environments ELD 4011 - Introduction to Specific Learning Disabilities ELD 4110 - Educational Procedures for Specific Learning Disabilities ELD 4941 - Practicum in SLD ELD 6141 - Advanced Theories in Specific Learning Disabilities ELD 6115 - Educational Strategies for Students with Specific Learning Disabilities LAE 6301 - Language Learning in Childhood MAE 4545 - Learning Disabilities in Mathematics MAE 6548 - Advanced Diagnosis and Treatment of Learning Disabilities in School Mathematics MAE 6549 - Advanced Practicum in Specific Learning Disabilities Mathematics RED 6548 - Techniques of Remedial Reading SPA 4004 - Communication Disabilities in Schools	SPA 3020 - Introduction to Communication Disorders SPA 3101 - Anatomy of the Speech and Hearing Mechanism SPA 3110 - Introduction to Hearing Science SPA 3117 - Introduction to Speech Science SPA 4250 - Communication Disorders I: Voice/ Articulation/Stuttering SPA 4255 - Communication Disorders II: Cerebral Palsy/Cleft Palate/Aphasia SPA 4333 - Basic Manual Communication SPA 5402 - Communication Disorders: Language SPA 5550 - Methods for Oral Communication Disorders SPA 5552 - Evaluation of Oral Communication Disorders SPA 6106 - Neurological Correlates of Language SPA 6423 - Language for the Hearing Impaired

APPENDIX C

FLORIDA DEPARTMENT OF EDUCATION

DIVISION OF PUBLIC SCHOOLS

BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

LANGUAGE LEARNING DISABILITIES TASK FORCE

COMPILATION OF COMPETENCIES RATINGS SCALE I

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

APPENDIX C

UC - University Chairperson (5)
US - University Staff (7)
Total U - Total University (12)
DA - District Administrator (8)
DSLD - District SLD Supervisor (12)
DSLI - District SLI Supervisor (13)
Total D - Total District (33)

COMPILATION OF COMPETENCIES RATINGS
SCALE 1:

1 - Essential
2 - Important
3 - Non-essential

		UNIVERSITIES			DISTRICTS				U&D
		UC	US	TOTAL U	DA	DSLD	DSLI	TOTAL D	TOTAL
1. Demonstrate understanding of child development.	1-	5	6	11	7	12	11	30	41
	2-	0	1	1	1	0	2	3	4
	3-	0	0	0	0	0	0	0	0
2. Demonstrate the ability to identify and define the sequence of normal language acquisition and development.	1-	5	7	12	8	11	13	32	44
	2-	0	0	0	0	1	0	1	1
	3-	0	0	0	0	0	0	0	0
3. Demonstrate an understanding of the nature of language content, form and use, i.e. semantics, syntax, phonology, morphology and pragmatics.	1-	3	7	10	7	8	13	28	38
	2-	2	0	2	1	4	0	5	7
	3-	0	0	0	0	0	0	0	0
4. Demonstrate an understanding of the interrelationships among language content, form and use.	1-	2	5	7	7	8	12	27	34
	2-	3	2	5	1	4	1	6	11
	3-	0	0	0	0	0	0	0	0
5. Demonstrate knowledge of normal and atypical developmental patterns and relate this knowledge to assessment.	1-	5	6	11	8	12	13	33	44
	2-	0	1	1	0	0	0	0	1
	3-	0	0	0	0	0	0	0	0
6. Demonstrate the ability to define principles of the psychology of communication, i.e. the act of communicating and its effect on the speaker, the listener and the environment.	1-	0	3	3	3	6	8	17	20
	2-	5	4	9	5	6	3	14	13
	3-	0	0	0	0	0	1	1	1
7. Demonstrate knowledge of the characteristics of learning disabled students.	1-	4	7	11	7	10	10	27	38
	2-	1	0	1	1	2	2	5	6
	3-	0	0	0	0	0	1	1	1

		UNIVERSITIES			DISTRICTS				STATE
		UC	US	TOTAL U	DA	DSLD	DSLI	TOTAL D	TOTAL
8. Demonstrate the ability to identify and define the basic medical, social, psychological and developmental causes of language disorders.	1- 2- 3-	5 0 0	2 3 2	7 3 2	3 4 0	3 6 0	7 8 0	13 19 0	20 22 2
9. Demonstrate the ability to define and describe disorders of language, including disorders of content, form and use.	1- 2- 3-	4 1 0	6 1 0	10 2 0	5 2 0	7 5 0	12 1 0	25 8 0	35 10 0
10. Demonstrate the ability to evaluate, interpret and apply research findings in the field of language, speech and learning disabilities.	1- 2- 3-	2 3 0	3 2 2	5 5 2	3 5 0	6 5 1	8 5 0	17 15 1	22 20 3
11. Demonstrate the ability to utilize research results in evaluating new tools and techniques in language, speech and learning disabilities.	1- 2- 3-	2 3 0	3 2 2	5 5 2	2 6 0	7 5 0	7 6 0	16 17 0	21 22 2
12. Demonstrate the ability to impart information about language learning disabilities to other professionals.	1- 2- 3-	2 3 0	3 1 2	5 4 2	3 5 0	8 4 0	8 5 0	19 14 0	24 18 2
13. Demonstrate the ability to maintain an effective working relationship with school personnel.	1- 2- 3-	2 3 0	6 1 0	8 4 0	6 2 0	9 3 0	13 0 0	28 5 0	36 9 0
14. Demonstrate the ability to utilize other resources in the school setting.	1- 2- 3-	1 4 0	6 1 0	7 5 0	1 6 0	8 4 0	5 6 1	15 16 1	22 21 1
15. Demonstrate the ability to utilize resources outside the school setting.	1- 2- 3-	1 4 0	4 3 0	5 7 0	1 7 0	7 5 0	4 8 1	12 20 1	17 27 1
16. Demonstrate the ability to write reports conveying present status to other personnel within educational environment.	1- 2- 3-	4 1 0	6 1 0	10 2 0	6 2 0	9 3 0	8 5 0	23 10 0	33 12 0
17. Demonstrate ability to work cooperatively as a member of a teaching team.	1- 2- 3-	2 3 0	4 2 0	6 4 0	6 2 0	9 3 0	13 0 0	28 5 0	34 9 0

		UNIVERSITIES			DISTRICTS				
		UC	US	TOTAL U	DA	DSLD	DSLI	TOTAL D	TOTAL
18. Demonstrate the ability to make appropriate recommendations based upon all available information for:	1-	2	5	7	3	7	5	15	22
	2-	3	2	5	5	5	8	18	23
referral to other agencies	3-	0	0	0	0	0	0	0	0
referral to counseling	1-	2	5	7	2	7	6	15	22
	2-	3	2	5	6	5	7	18	23
	3-	0	0	0	0	0	0	0	0
educational programs	1-	3	5	7	3	8	8	19	27
	2-	2	2	5	5	4	5	14	18
	3-	0	0	0	0	0	0	0	0
dismissal	1-	3	5	8	5	10	9	24	32
	2-	2	2	4	3	2	4	9	13
	3-	0	0	0	0	0	0	0	0
reassignment	1-	2	5	7	5	10	9	24	31
	2-	3	2	5	3	2	4	9	14
	3-	0	0	0	0	0	0	0	0
19. Demonstrate ability to provide regular educators with usable teaching suggestions for mainstreamed language learning disabled students.	1-	4	7	11	7	10	10	27	38
	2-	1	0	1	1	2	3	6	7
	3-	0	0	0	0	0	0	0	0
20. Demonstrate ability to constructively integrate teacher aides and volunteer assistants in the planning and in the implementation of instructional programs.	1-	0	4	4	2	2	4	8	12
	2-	5	3	8	6	6	8	23	31
	3-	0	0	0	0	0	1	1	1
21. Demonstrate an awareness of trends in general education, including interpretations at the local level.	1-	0	1	1	1	6	4	11	12
	2-	5	2	7	6	6	9	21	28
	3-	0	2	2	1	0	0	1	3
22. Demonstrate knowledge of various program models employed in the delivery of services to language learning disabled students.	1-	3	5	8	3	6	6	15	23
	2-	2	2	4	5	6	6	17	21
	3-	0	0	0	0	0	1	1	1
23. Demonstrate ability to identify appropriate target behaviors for individual students and plan a behavior management program based on individual needs.	1-	5	6	11	8	11	12	31	42
	2-	0	1	1	0	1	1	2	3
	3-	0	0	0	0	0	0	0	0
24. Demonstrate the ability to relate to parents and communicate with them.	1-	3	6	9	8	12	13	33	42
	2-	2	1	3	0	0	0	0	3
	3-	0	0	0	0	0	0	0	0

		UNIVERSITIES			DISTRICTS				UAD
		UC	US	TOTAL U	DA	DSLD	DSLI	TOTAL D	TOTAL
25. Demonstrate the knowledge of psychological measurements with implications for the language learning disabled.	1-	3	4	7	2	9	9	20	27
	2-	2	2	4	6	3	4	13	17
	3-	0	0	0	0	0	0	0	0
26. Demonstrate ability to obtain and use general information about the student from reports of testing and observations done by other professionals.	1-	3	5	8	6	10	12	28	36
	2-	3	2	4	3	2	1	5	9
	3-	0	0	0	0	0	0	0	0
27. Demonstrate ability to explain and predict differences in learners as a function of general ability or intellectual differences, age differences, motivational differences, cognitive style differences, and sensory capacities.	1-	2	2	4	4	8	12	24	28
	2-	3	2	5	4	4	0	8	13
	3-	0	2	2	0	0	1	1	3
28. Demonstrate the ability to select appropriate tests for the purpose of screening of communicative disorders and learning disabilities.	1-	5	2	7	6	10	11	27	34
	2-	0	1	1	2	2	2	6	7
	3-	0	2	2	0	0	0	0	2
29. Demonstrate ability to obtain and record in a systematic and accurate manner, general and specific information about a student through observational techniques such as observational recording, event recording, time sampling, and anecdotal recording.	1-	4	6	10	5	10	10	25	35
	2-	1	1	2	3	2	3	8	10
	3-	0	0	0	0	0	0	0	0
30. Demonstrate utilization of formal and informal assessment devices for evaluating learning style.	1-	3	5	8	3	10	9	22	30
	2-	2	1	3	5	2	4	11	14
	3-	0	0	0	0	0	0	0	0
31. Demonstrate the ability to obtain a language sample and to analyze and interpret the sample utilizing current or basic processes.	1-	4	3	7	5	9	12	26	33
	2-	1	1	2	3	3	1	6	8
	3-	0	2	2	0	1	0	1	3
32. Demonstrate the ability to perform and interpret comprehensive developmental evaluations.	1-	2	2	4	4	5	9	18	22
	2-	3	3	6	3	5	4	12	18
	3-	0	2	2	1	2	0	3	5
33. Demonstrate ability to select, administer and interpret formal and informal tests of:	1-	5	7	12	7	10	12	29	41
	2-	0	0	0	1	1	1	3	3
oral language	3-	0	0	0	0	1	0	1	1

		UNIVERSITIES			DISTRICTS				UAD
		UC	US	TOTAL U	DA	DSLD	DSLI	TOTAL D	TOTAL
written expression	1-	4	7	11	6	11	9	26	37
	2-	1	0	1	2	1	3	6	7
	3-	0	0	0	0	0	1	1	1
reading	1-	4	6	10	6	12	6	24	34
	2-	1	1	2	2	0	6	8	10
	3-	0	0	0	0	0	1	1	1
spelling	1-	4	6	10	6	12	5	23	33
	2-	0	1	1	2	0	2	4	5
	3-	0	0	0	0	0	1	1	1
math	1-	4	6	10	4	12	5	21	31
	2-	0	0	0	3	0	7	10	10
	3-	0	0	0	1	0	1	2	2
34. Demonstrate the ability to organize and implement effective speech, language and learning disabilities programs.	1-	3	6	9	5	11	10	26	35
	2-	2	0	2	3	1	3	7	9
	3-	0	0	0	0	0	0	0	0
35. Demonstrate the ability to perform periodic evaluations of goals, objectives and educational plans in relation to the student's progress.	1-	4	6	10	6	11	13	30	40
	2-	1	1	2	2	1	0	3	5
	3-	0	0	0	0	0	0	0	0
36. Demonstrate the ability to communicate the educational program and the objectives to the student.	1-	4	6	10	5	5	10	20	30
	2-	1	1	1	3	7	2	12	13
	3-	0	0	0	0	0	1	1	1
37. Demonstrate the ability to manage immediate physical environment.	1-	4	6	10	5	9	10	24	34
	2-	1	1	2	3	3	3	9	11
	3-	0	0	0	0	0	0	0	0
38. Demonstrate the ability to manage instructional materials conducive to a continuous flow of instruction.	1-	4	6	10	6	12	11	29	39
	2-	1	1	2	2	0	2	4	6
	3-	0	0	0	0	0	0	0	0
39. Demonstrate ability to do task analysis of behaviors and skills and relate same to instructional objectives.	1-	4	6	10	3	11	10	24	34
	2-	1	1	2	5	1	2	8	10
	3-	0	0	0	0	0	1	1	1
40. Demonstrate understanding of the relationship of oral language competencies and performance to academic skill aquisition for reading, mathematics and written expression.	1-	4	5	9	4	10	12	26	35
	2-	0	2	2	4	2	1	7	9
	3-	0	0	0	0	0	0	0	0

		UNIVERSITIES			DISTRICTS				USD
		UC	US	TOTAL U	DA	DSLD	DSLI	TOTAL D	TOTAL
41. Demonstrate understanding of the scope and sequence of development from kindergarten thru grade 12 for:	1-	4	6	10	5	8	11	24	34
	2-	1	1	2	3	4	2	9	11
	3-	0	0	0	0	0	0	0	0
oral language									
written expression	1-	3	6	9	4	8	8	20	29
	2-	2	1	3	4	3	5	12	15
	3-	0	0	0	0	0	0	0	0
reading	1-	3	6	9	4	11	6	21	30
	2-	2	1	3	4	1	7	12	15
	3-	0	0	0	0	0	0	0	0
spelling	1-	3	6	9	3	11	6	20	29
	2-	1	1	2	4	1	7	12	14
	3-	1	0	1	1	0	0	1	2
math	1-	3	5	8	7	11	6	24	32
	2-	1	2	3	1	1	1	3	6
	3-	1	0	1	0	0	0	0	1
42. Demonstrate utilization of remedial and compensatory strategies for teaching:	1-	5	7	12	5	10	12	27	39
	2-	0	0	0	2	2	1	5	5
	3-	0	0	0	1	0	0	0	0
oral language									
written expression	1-	3	7	10	5	11	9	25	35
	2-	2	0	2	2	0	3	6	8
	3-	0	0	0	1	0	1	2	2
reading	1-	4	7	11	5	12	7	24	35
	2-	1	0	1	2	0	5	7	8
	3-	0	0	0	1	0	1	2	2
spelling	1-	3	7	10	5	12	5	22	32
	2-	1	0	1	2	0	2	4	5
	3-	1	0	1	1	0	1	2	3
math	1-	3	6	9	3	12	5	20	29
	2-	1	1	2	3	0	2	5	7
	3-	1	0	1	2	0	1	3	4
43. Demonstrate knowledge of materials in the area of language remediation and academic skill teaching and ability to select appropriate materials for individual students.	1-	4	7	11	4	9	10	23	34
	2-	1	0	1	3	3	2	8	9
	3-	0	0	0	0	0	1	1	1

APPENDIX D

FLORIDA DEPARTMENT OF EDUCATION

DIVISION OF PUBLIC SCHOOLS

BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

LANGUAGE LEARNING DISABILITIES TASK FORCE

COMPILATION OF COMPETENCIES RATINGS SCALE II

APPENDIX D

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

UC - University Chairperson (5)
US - University Staff (7)
Total U - Total University (12)
DA - District Administrator (8)
DSLD - District SLD Supervisor (12)
DSLI - District SLI Supervisor (13)
Total D - Total District (33)

COMPILATION OF COMPETENCIES RATINGS
SCALE II:

1 - Preservice
2 - Beginning Teacher
3 - Inservice

NOTE: The number of total responses exceeds the number of respondants because respondants were instructed to mark "all that apply."

		UNIVERSITIES			DISTRICTS				U&D
		UC	US	TOTAL U	DA	DSLD	DSLI	TOTAL D	TOTAL
	1 -	5	5	10	8	12	13	33	43
1. Demonstrate understanding of child development.	2-	0	0	0	3	5	5	13	13
	3-	0	0	0	1	3	2	6	6
	1-	5	5	10	8	12	13	33	43
2. Demonstrate the ability to identify and define the sequence of normal language acquisition and development.	2-	1	2	3	4	1	5	13	16
	3-	1	0	1	1	3	2	6	7
	1-	5	5	10	7	12	13	32	42
3. Demonstrate an understanding of the nature of language content, form and use, i.e. semantics, syntax, phonology, morphology and pragmatics.	2-	1	4	5	4	4	6	14	19
	3-	1	1	2	3	3	4	10	12
	1-	5	5	10	7	12	12	31	41
4. Demonstrate an understanding of the interrelationships among language content, form and use.	2-	0	0	0	4	3	5	12	12
	3-	1	0	1	2	3	4	9	10
	1-	5	5	10	8	12	13	33	43
5. Demonstrate knowledge of normal and atypical developmental patterns and relate this knowledge to assessment.	2-	2	1	3	5	4	7	16	19
	3-	2	1	3	4	4	5	13	16
	1-	4	4	8	7	9	10	26	34
6. Demonstrate the ability to define principles of the psychology of communication, i.e. the act of communicating and its effect on the speaker, the listener and the environment.	2-	2	1	3	5	5	3	13	16
	3-	2	0	2	6	3	1	10	12
	1-	5	5	10	8	12	12	32	42
7. Demonstrate knowledge of the characteristics of learning disabled students.	2-	3	3	6	5	5	8	18	24
	3-	2	1	3	4	2	6	12	15

		UNIVERSITIES			DISTRICTS				U&D
		UC	US	TOTAL U	DA	DSLD	DSLI	TOTAL D	TOTAL
8. Demonstrate the ability to identify and define the basic medical, social, psychological and developmental causes of language disorders.	1-	5	2	7	8	11	12	31	37
	2-	0	1	1	2	3	6	11	12
	3-	0	0	0	5	2	4	11	11
9. Demonstrate the ability to define and describe disorders of language, including disorders of content, form and use.	1-	5	5	10	8	9	12	29	39
	2-	1	0	1	3	4	7	14	15
	3-	3	1	4	3	2	6	11	15
10. Demonstrate the ability to evaluate, interpret and apply research findings in the field of language, speech and learning disabilities.	1-	5	2	7	7	8	12	27	34
	2-	2	2	4	4	7	9	20	24
	3-	1	2	3	6	7	9	22	25
11. Demonstrate the ability to utilize research results in evaluating new tools and techniques in language, speech and learning disabilities.	1-	5	2	7	8	8	12	28	35
	2-	3	3	6	4	8	9	21	27
	3-	3	2	5	6	9	9	24	29
12. Demonstrate the ability to impart information about language learning disabilities to other professionals.	1-	1	2	3	4	7	4	15	18
	2-	3	2	5	3	8	10	21	26
	3-	4	2	6	8	8	6	24	30
13. Demonstrate the ability to maintain an effective working relationship with school personnel.	1-	2	3	5	5	8	3	16	21
	2-	5	4	9	6	10	13	29	38
	3-	4	4	8	6	7	5	18	26
14. Demonstrate the ability to utilize other resources in the school setting.	1-	0	3	3	3	5	1	9	12
	2-	4	5	9	6	11	13	30	39
	3-	4	4	8	4	5	5	16	24
15. Demonstrate the ability to utilize resources outside the school setting.	1-	1	4	5	3	5	3	11	16
	2-	3	4	7	6	10	12	28	35
	3-	3	4	7	4	8	7	19	26
16. Demonstrate the ability to write reports conveying present status to other personnel within educational environment.	1-	4	4	8	8	8	9	25	33
	2-	4	4	8	6	9	9	24	32
	3-	2	3	5	7	7	3	17	22
17. Demonstrate ability to work cooperatively as a member of a teaching team.	1-	2	4	6	5	4	3	12	18
	2-	3	5	8	6	10	13	29	37
	3-	3	3	6	5	6	6	17	23

		UNIVERSITIES			DISTRICTS				D&U
		UC	US	TOTAL U	DA	DSLD	DSLI	TOTAL D	TOTAL
18. Demonstrate the ability to make appropriate recommendations based upon all available information for:	1-	2	3	5	3	4	1	8	13
	2-	4	4	8	7	9	12	28	36
	3-	4	4	8	6	8	8	22	30
referral to other agencies									
referral to counseling	1-	2	3	5	3	4	1	8	13
	2-	4	4	8	7	9	12	28	36
	3-	4	4	8	6	8	6	20	28
educational programs	1-	3	4	7	3	5	2	10	17
	2-	4	5	9	7	9	12	28	37
	3-	4	4	8	6	7	7	20	28
dismissal	1-	3	3	6	4	3	5	12	18
	2-	4	4	8	7	10	12	29	37
	3-	4	4	8	5	8	6	19	27
reassignment	1-	2	3	5	4	3	1	8	13
	2-	4	5	9	7	10	12	29	38
	3-	4	4	8	5	8	7	20	28
19. Demonstrate ability to provide regular educators with usable teaching suggestions for mainstreamed language learning disabled students.	1-	3	4	7	5	7	5	17	24
	2-	4	4	8	6	9	10	25	33
	3-	3	4	7	8	8	8	24	31
20. Demonstrate ability to constructively integrate teacher aides and volunteer assistants in the planning and in the implementation of instructional programs.	1-	0	3	3	1	2	0	3	6
	2-	4	5	9	6	8	11	25	32
	3-	4	4	8	6	7	10	23	31
21. Demonstrate an awareness of trends in general education, including interpretations at the local level.	1-	1	2	3	2	3	3	8	11
	2-	4	2	6	7	7	11	22	28
	3-	5	2	7	6	11	10	27	34
22. Demonstrate knowledge of various program models employed in the delivery of services to language learning disabled students.	1-	4	4	8	7	8	9	24	32
	2-	3	2	5	4	7	10	21	26
	3-	3	2	5	7	8	11	26	31
23. Demonstrate ability to identify appropriate target behaviors for individual students and plan a behavior management program based on individual needs.	1-	5	4	9	8	10	11	29	38
	2-	4	4	8	5	9	11	25	33
	3-	1	4	5	5	8	7	20	25
24. Demonstrate the ability to relate to parents and communicate with them.	1-	3	4	7	5	6	8	19	26
	2-	5	5	10	5	11	13	29	39
	3-	3	4	7	6	7	7	20	27

		UNIVERSITIES			DISTRICTS				DAD
		UC	US	TOTAL U	DA	DSLD	DSLI	TOTAL D	TOTAL
25. Demonstrate the knowledge of psychological measurements with implications for the language learning disabled.	1-	5	4	9	7	12	12	31	39
	2-	3	5	7	5	6	7	18	25
	3-	3	4	7	7	6	8	21	28
26. Demonstrate ability to obtain and use general information about the student from reports of testing and observations done by other professionals.	1-	4	3	7	7	12	10	29	36
	2-	3	5	8	5	8	11	24	32
	3-	3	4	7	7	7	8	22	29
27. Demonstrate ability to explain and predict differences in learners as a function of general ability or intellectual differences, age differences, motivational differences, cognitive style differences, and sensory capacities.	1-	5	2	7	6	11	12	29	36
	2-	2	2	4	4	6	11	21	25
	3-	2	2	4	6	6	6	18	22
28. Demonstrate the ability to select appropriate tests for the purpose of screening of communicative disorders and learning disabilities.	1-	5	2	7	8	10	12	30	37
	2-	4	2	6	4	7	10	21	27
	3-	3	2	5	6	8	9	23	28
29. Demonstrate ability to obtain and record in a systematic and accurate manner, general and specific information about a student through observational techniques such as observational recording, event recording, time sampling, and anecdotal recording.	1-	5	4	9	8	10	11	29	38
	2-	5	4	9	3	7	8	18	27
	3-	3	4	7	5	7	7	19	26
30. Demonstrate utilization of formal and informal assessment devices for evaluating learning style.	1-	4	4	8	8	12	11	32	40
	2-	2	4	6	3	7	7	17	23
	3-	3	4	7	5	6	7	18	25
31. Demonstrate the ability to obtain a language sample and to analyze and interpret the sample utilizing current or basic processes.	1-	5	2	7	7	11	13	31	38
	2-	2	2	4	4	7	6	17	21
	3-	1	2	3	5	7	6	18	21
32. Demonstrate the ability to perform and interpret comprehensive developmental evaluations.	1	5	2	7	5	8	12	25	32
	2-	1	1	2	3	8	9	20	22
	3-	2	1	3	7	7	7	21	24
33. Demonstrate ability to select, administer and interpret formal and informal tests of: oral language	1-	5	4	9	7	11	12	30	39
	2-	2	4	6	5	9	8	22	28
	3-	1	3	4	5	7	5	17	21

		UNIVERSITIES			DISTRICTS				U&D
		UC	US	TOTAL U	DA	DSLD	DSLI	TOTAL D	TOTAL
written expression	1-	4	4	8	7	11	10	28	36
	2-	2	5	7	4	9	8	19	26
	3-	1	3	4	5	7	6	18	22
reading	1-	5	4	9	6	11	9	26	35
	2-	1	5	6	4	9	10	23	29
	3-	1	3	4	6	8	8	22	26
spelling	1-	4	4	8	6	11	9	26	34
	2-	2	5	7	4	9	10	23	30
	3-	1	3	4	6	8	9	23	27
math	1-	4	3	7	5	11	8	24	31
	2-	2	4	6	4	9	9	22	28
	3-	1	3	4	6	8	8	22	26
34. Demonstrate the ability to organize and implement effective speech, language and learning disabilities programs.	1-	4	3	7	6	8	6	20	27
	2-	4	5	9	4	10	11	25	34
	3-	4	4	8	6	7	7	20	28
35. Demonstrate the ability to perform periodic evaluations of goals, objectives and educational plans in relation to the student's progress.	1-	4	4	8	7	10	6	23	31
	2-	2	5	7	3	12	12	27	34
	3-	3	4	7	6	8	5	19	26
36. Demonstrate the ability to communicate the educational program and the objectives to the student.	1-	4	5	9	5	6	4	15	24
	2-	4	4	8	4	11	12	27	35
	3-	2	3	5	6	9	5	20	25
37. Demonstrate the ability to manage immediate physical environment.	1-	4	4	8	5	5	7	17	25
	2-	3	4	7	5	9	10	24	31
	3-	3	3	6	4	8	2	14	20
38. Demonstrate the ability to manage instructional materials conducive to a continuous flow of instruction.	1-	3	4	7	7	8	5	20	27
	2-	2	4	6	5	10	12	27	33
	3-	3	3	6	5	5	5	15	21
39. Demonstrate ability to do task analysis of behaviors and skills and relate same to instructional objectives.	1-	5	5	10	7	10	8	25	35
	2-	1	4	5	3	7	11	21	26
	3-	2	3	5	4	4	6	14	19
40. Demonstrate understanding of the relationship of oral language competencies and performance to academic skill aquisition for reading, mathematics and written expression.	1-	4	5	9	6	10	11	27	36
	2-	1	4	5	4	7	10	21	26
	3-	2	3	5	6	5	6	17	22

		UNIVERSITIES			DISTRICTS				D&D
		UC	US	TOTAL U	DA	DSLD	DSLI	TOTAL D	TOTAL
41. Demonstrate understanding of the scope and sequence of development from kindergarten thru grade 12 for:	1-	5	5	10	7	10	9	26	36
	2-	2	3	5	4	7	10	21	26
oral language	3-	0	3	3	6	4	7	17	20
written expression	1-	4	5	9	7	9	9	25	34
	2-	2	4	6	4	7	10	21	27
	3-	0	4	4	6	5	6	17	21
reading	1-	4	5	9	5	10	10	25	34
	2-	2	4	6	5	7	9	21	27
	3-	0	4	4	6	6	9	21	25
spelling	1-	4	5	9	5	10	10	25	34
	2-	2	4	6	5	7	9	21	27
	3-	0	4	4	6	6	9	21	25
math	1-	4	4	8	4	10	9	23	31
	2-	2	4	6	5	7	9	21	27
	3-	0	4	4	6	6	10	22	26
42. Demonstrate utilization of remedial and compensatory strategies for teaching:	1-	4	5	9	7	11	10	28	37
	2-	3	4	7	4	8	7	19	26
oral language	3-	2	3	5	3	8	7	18	23
written expression	1-	4	5	9	6	11	9	26	35
	2-	3	5	8	4	8	6	18	26
	3-	2	4	6	3	8	6	17	23
reading	1-	3	5	8	6	11	9	26	34
	2-	4	5	9	4	7	7	18	27
	3-	2	4	6	3	8	8	19	25
spelling	1-	3	5	8	6	11	9	26	34
	2-	4	5	9	4	8	7	19	28
	3-	2	4	6	3	8	8	19	25
math	1-	3	4	7	4	11	9	24	31
	2-	4	5	9	4	8	7	19	28
	3-	2	4	6	4	8	8	20	26
43. Demonstrate knowledge of materials in the area of language remediation and academic skill teaching and ability to select appropriate materials for individual students.	1-	4	5	9	5	11	7	23	32
	2-	2	5	7	6	8	10	24	31
	3-	3	4	7	6	6	7	19	26

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer